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ABSTRACT

Women's education and its development have been United Nations Educational, Scientific, and Cultural Organization (UNESCO) issues since its inception. As humankind enters the 21st century, it faces a range of unresolved global issues that reflect the interdependence of the world's peoples. Since women comprise half of the world's population, they cannot be divorced from active participation in solving these global problems. Therefore, access to relevant education and training is a key to women's effective role in socio-economic, cultural, and political development. This document presents responses from around the world to UNESCO's request for information on efforts in the field of girls' and women's education. Seven chapters are presented: (1) adult education, literacy, and civic education; (2) education and training for rural women; (3) other innovative programmes; (4) technical and vocational education for women--science and technology; (5) women and higher education; (6) support services: credits, technology, co-operatives, marketing, mass media; and (7) strategies policies and women's machineries. A 68-item list of references is included. (DB)

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WOMEN'S EDUCATION LOOKS FORWARD

PROGRAMMES
EXPERIENCES
STRATEGIES

1989

Selected and edited by
Phyllis Kotite
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Contributions to the next volumes of this series
Should be sent to :

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P R E F A C E

This contribution is presented, within the framework of Unesco's subprogrammes promoting the exchange of information and experiences on national efforts in the field of girls' and women's education, by the Division of Equality of Educational Opportunity and Special Programmes.

The content is based on national responses to Unesco's request for information on such efforts, and is designed to provide a forum for acquainting the Member States with each other's experiences in this field.

The national submissions were made in eight languages, Arabic, English, Flemish, French, German, Italian, Portuguese and Spanish. The original style of the data in English is preserved or condensed while texts requiring translations were summarized. In order to facilitate readability of the text, reference to the documents and reports from which the material is taken, is referred to at the end of each entry and noted in the appendix. The majority of the responses were submitted by respective National Commissions for Unesco, and international non-governmental organizations.

This presentation is the first volume in a series of documents on educational programmes, experiences and strategies in the field of girls' and women's education.

In order to assure the continuity of this exchange of information and experiences, the Division of Equality of Educational Opportunity and Special Programmes invites interested governmental and non-governmental organizations and institutions to provide the Division with related information and contributions.

The selection and presentation of material included in this document is the responsibility of the editor and does not imply the expression of any opinion on the part of Unesco.

Dental School in Iraq.
Photo: Unesco/Dominique Roger.

UNDP/Unesco Programme in Rural Education, the Philippines.
Photo: Unesco/Dominique Roger.

INTRODUCTION

Education and development of women has been an issue in the United Nations system since its inception. In 1946, Unesco's Constitution included the promotion of equality of opportunity regardless of race, sex or economic or social distinction. In 1960, the General Conference of Unesco adopted a more specific resolution against discrimination in education and in 1967, the United Nations General Assembly adopted a Declaration on the elimination of discrimination against women as an elaboration of the Universal Declaration of Human Rights. In 1979, a U.N. Convention on the Elimination of All Forms of Discrimination against Women was adopted to which various member states have subscribed.

At the World Conference for the International Year for Women, in Mexico in 1975, a ten year plan of action was launched on "equality, development and peace". This culminated in a comprehensive series of strategies prepared in Nairobi in 1985, the "Nairobi Forward-Looking Strategies for the Advancement of Women". Subsequently the Nairobi strategies have influenced the preparation of policies and programmes of numerous governments and non-governmental organizations. Moreover, the specific programmes for women in the diverse UN agencies and bodies have been a catalyst for concrete development as noted in many of the experiences herein cited.

In addition to noting that the UN system has set standards which influenced the world-wide development of women and their rights,a number of other observations are evident in the material presented. First, the crucial issues confronting the world and women's role in their resolution should be a major consideration in programme development.

Humankind is entering the Twenty-First Century with a list of unresolved global issues on its agenda, i.e.: unemployment, environmental hazards, the arms race, lack of agricultural and industrial self-sufficiency in the Third World, spiraling national debts and inflation, and the increase of natural and manmade catastrophies and over-population.

These global issues reflect the inter-dependence of humankind and no nation is immune from the turbulence of this planet. Similarly, women comprising half of the world's population, cannot be divorced from active participation in solving these global problems. Therefore, access to relevant education and training is a key to women's effective role in socio-economic, cultural and political development.

In recognition of this necessity, Unesco introduced the concept of linking functional literacy with acquisition of comprehensive skills and civic education, in its programmes in 1984-85. Specifically: civic education involves acknowledgement of women's fundamental contribution to family, community and national development, encouragement to improve their knowledge and skills, to be fully aware of their rights and the exercise and defense of these rights and to be conscious of the importance of their contribution to the progress of their country and their role as citizens. A comprehensive strategy for civic education prepared by Asian women and Unesco's Regional office is included in this publication. The ultimate aim is self-development and participation in community and national life with acquisition of relevent productive skills and training in relationship to human resource development.

The most effective programmes appears to be multidisciplinary integrating diverse subjects, i.e.: health, environmental education, income generating activities, cooperatives, marketing, access to credits, appropriate technology and functional literacy. Additionally, in many parts of the world where financial and material resources are inadequate and/or countries face natural and man-made disasters, programmes of an emergency and short-term nature are required for survival. This type of action includes: crash programmes in agricultural skills, income generation, mobilization of the population in rehabilitation and reconstruction such as the women's activities in Mexico in 1985, following the earthquake; and women's participation in traditional male work such as road building, school repair, and other forms of technical or manual work.

A significant number of experiences cited were targeted for rural women, who represent approximately 70 per cent of the total rural population in various regions. In many countries, women are the main agricultural producers, however lack the advantages of simple technology, access to credit, marketing, storage and food processing skills and cooperatives to facilitate work and enhance agricultural production. With increasing male migration women are also the unpaid head of the household with multiple family responsibilities and require training in family health and nutrition, sanitation and simple methods of facilitating housework.

Furthermore, the recurrent drought in Africa and in some Asian countries, has resulted in large-scale famine, displacement and fatalities and underscores the urgency of well-planned development policies for the rural populations for agricultural self-sufficiency and basic survival. In recognition of this situation, governments, Unesco, other UN agencies led by the Food and Agriculture Organization (FAO), and Non Governmental Organizations (NGO's) have established projects to ameliorate this situation, which can be replicated on a large scale in the country concerned or adapted to the needs of other countries and complement the UN principle of Technical Co-operation among Developing Countries (TCDC). Similarly, some of the innovative programmes of the developed countries, such as New Zealand's programmes for the Maori

minority and programmes of school boards in Canada, have applicability for both developing and developed nations alike.

A special chapter is devoted to technology, credits cooperatives, the media and marketing as support mechanisms for women's development:

- The United Nations system has called for the accelerated application of science and technology in the developing world with special attention to the appropriate transfer of technology adapted to the specific needs and culture of the recipient country. However, a major impediment in development is the absence of women's access to intermediate or simple technology which will improve economic productivity and efficient household management.

- With the massive financial indebtedness of countries in Latin America, Africa and Asia, women's access to small credits for self-employment and projects is increasingly a priority. Several examples of credit schemes are cited, notably the well-known Grameen Bank of Bangladesh and the International Fund for Agricultural Development,a United Nations organization in Rome.

- Mass media and communciations have been utilized by several countries in their successful programmes, however in general remains an under-utilized resource for women in particular and the population in general. With the advent of video, possibilities have expanded for low-cost utilization. Unesco has supported numerous activities in its programme "communications in the service of development" however many untapped possibilities remain.

In various parts of the world women are not only entering technical and scientific fields once the domain of men, but are participating in semi-skilled labour intensive activities. In Eastern Europe women have been engaged in industry and other technical vocations for several decades: legally no discrimination exists in women's access to work. In some developing countries women are beginning to enter the technical fields however their participation depends on national policies regarding appropriate technological developments, which remain embryonic.

Chapter I

ADULT EDUCATION AND LITERACY AND CIVIC AWARENESS

Life-long and continuing education is of particular relevance at this time when humanity is continually confronted with urgent problems of global dimension, which require an active response from the adult population. These problems of today and 21st Century include: unemployment, extreme poverty, malnutrition and famine, lack of agricultural and industrial self-sufficiency in Third World, reliance on imports and consumers' economy, increasing national debts and acute economic crises, widening gap between technology of industrialized countries and lack of basic technology in developing countries, conventional arms race and defense expenditures, natural and man-made disasters, drug abuse and its consequences, environmental hazards and increase in elderly population.

A solution to these issues lies in the hands of the adult population of the world who comprise the existing manpower of today. Although new technical and vocational institutes are being established throughout the world, access is limited to prerequisites obtained in the formal school systems. Thus the existing labourers, illiterates, school drop-outs or leavers, comprising the majority of the population, do not have access to training in productive skills required for socio-economic development. Yet the adults of the world, whether literate or illiterate, bear the burden of employment, the family income and are the present leaders in economic, social and political life. It is also the adult population who is faced with the active decisions in the critical survival issues facing humankind.

Traditionally, adult education courses are valid for up-grading, training, factory workers, skilled and semi-skilled technicians. All professions like teachers, specialists in social sciences and natural sciences require training and recycling courses to keep up with the innovations in their professional and technical fields including acquisition of appropriate technology.

Similarly short-term training courses of a 3-6 month duration also are effective for the least-developed countries with critical economic problems. Short-term on-the-spot training in skills are necessary such as: agricultural skills, income generation, community reconstruction, road building, repair of schools, housing, electricity, plumbing and other skills related to productivity. These "crash" courses are valuable for drought-stricken countries which lack agricultural and industrial self sufficiency. In general the adult and out-of-school population may require

acquisition of productive skills for employment and survival before they need literacy and therefore, the entry of functional literacy training into projects should be geared to the basic socio-economic needs of the target group.

In recognition of the responsibility of the adult woman to not only fulfill her own aspirations and development but also to contribute to the community, nation and humankind as a whole, Unesco introduced civic education to its adult programmes. A comprehensive strategy on civic education from Asia is herein included.

Popular Education Assembly in Argentina

The International Council for Adult Education (ICAE) held a World Assembly in Buenos Aires, Argentina, in November 1985, attended by approximately 600 adult educators from 91 countries, many of whom represented national organizations. The Assembly was the first of its kind to be held in Latin America and therefore geared to the popular education methods which are practiced successfully on the continent and might be adaptable in other regions. Since numerous participants represented women's institutions and the 17 working groups covered themes relevant to this publication, some of the results of the assembly such as "popular education" and its relationship to civic education are worth mentioning.

The working group report stated: "although not everyone agreed with the distinction between adult civic education and education in political skills, we did agree that different political and economic systems, and different levels of development, can generate and tolerate different forms of adult civic education".

Plan of action: The Working Group recognized that adult civic education would take on different characteristics in different countries and cultures and with different political and economic systems. They were close to consensus on the value of the concept of popular education and its civic/political education components for industrialized democracies to enable citizens to develop a critical attitude towards public life, using adult education as a liberating process to empower citizens to challenge authority and participate in policy making at all governmental levels. Five basic principles emerged from the intense week-long deliberations:

1- **Link with Popular Movements:** Adult civic (popular) education should be integrated with existing popular movements (trade unions, cooperatives, community organizations, civic groups, farmers, etc.) which represent public, not special interests or governmental interests.

2- **Capacity Building:** Adult civic (popular) education should enable citizens to develop the capacity to participate

politically on an informed basis in all social, political, and economic institutions -governmental and non-governmental.

3- **Neutrality of the Adult Educator:** The adult civic (popular) educator should be personally neutral, and not impose his or her views or will on participants in adult civic education.

4- **National Cultural Distinctions:** We recognize social-political-economic and cultural distinctions in national approaches to adult civic education. In developing countries adult civic education is synonymous with popular education, and has to begin where the citizens are, (feeding the hungry, providing basic health care, insuring economic survival), overcome states of dependency, and involving adults in decision making and political transformation to move towards a fully democratized society. The legitimacy of popular education in developing countries is based in people's legitimate aspirations for personal dignity, human survival, and self-government. In developed countries, adult civic education serves to reinforce popular democracy by creating a broad base of informed and participating citizens, outside of special interests, who have a legitimate and recognized role in political decision-making.

5- **Teaching-Practice:** Adult civic (popular) education's role is to enhance the interrelationship between teaching and practice (participation-action), to build adults' capacity to think freely and participate in decisions about their lives and their work, and to assist them in building community, challenging authority, and controlling their destiny. [1]

Fogo,"Phoenix Rising from the Ashes"

The small island of Fogo (Cap Vert) undertook a literacy and civic education programme for women in cooperation with Unesco. The success of the programme was noted in a Unesco evaluation mission report as well as by a journalist who wrote several articles about the island's project.

The mission noted that didactic materials were widely utilized by the instructors and that education for civic awareness was an essential aspect of their programme. The island has been severely affected by drought and participated in the regional efforts to combat it. Following 16 years without rain, small pockets of vegetation remain. Volcanic eruptions and tornadoes also occur and portions of the land are covered with volcanic ash. Electricity and water are scarce.

Fogo is 4,000 kilometers square with 10% cultivable land and 350,000 inhabitants of whom 60% are peasants. Women represent more than half of the population and 65% of the work force as a result of large scale male

immigration. The land is the main source of work. International organizations are assisting Fogo to develop and one of the major priorities is the women's literacy programme. The role of women as head of the household and wage-earner has increased as a result of the migration of their husbands to Portugal and the Americas.

Approximately 700 women from Fogo attend daily literacy classes in 47 different "circles of culture". They are taught to write and math by a female teacher. Wednesdays the course concentrates on civic education which includes: hygiene, health, family planning, the role of women in civic life, child rearing and education, and home economics. It has also been suggested that productive skills be introduced to the training courses.

According to the Ministry of Education, literacy is considered by the government as a priority for active participation in national development. In practice, the women themselves have become the initiators of development in their regions, and in three villages, women have organized themselves to cultivate irrigated market-gardening. They also plan to raise rabbits. Another group which undertakes searching in the sand for shells, have established an association. A Swedish NGO provided a vehicle to transport them to the sand and afterwards to the entrepreneurs for marketing their collections. [2]

Women Civil Servants in Indonesia

Dharma Wanita, established in 1974, is an organization of the wives of civil servants and women civil servants in Indonesia. Dharma Wanita consists of 9910 units and sub-units, spread throughout the country, which carry out activities supporting the government's programmes. In line with its short-term programmes, Dharma Wanita launched a national programme on leadership and managerial training, functional literacy and family planning. Training to improve managerial and administrative skills was held for board members in order to gain skills for special functions. The board is appointed for a five year term.

Functional literacy programmes have been carried out through three kinds of learning groups:

- Learning groups on basic knowledge: According to the 1983 reports, 129.918 pupils, and 12.473 learning groups have been formed and 14.073 volunteer tutors trained, text and guidebooks published and distributed.
- Learning groups on the promotion of family welfare: 14.430 pupils, and 1570 groups have been formed and 1251 volunteer tutors trained.
- Learning groups on self employment: There were 19.844 pupils, 564 learning groups and 334 tutors.

Contests are held each year linked with the International Literacy Day, to encourage basic knowledge proficiency. At the contest held by UNESCO in 1981 at Paris, Dharma Wanita won the Honorable Mention of the Noma Prize. Tutors of learning groups, have published folders, posters, leaflets, booklets, simulation exercises, cassette recorders for literacy instructions.

Population and family planning programmes are integrated with programmes on health, nutrition, environmental health, gardening and baby-care centres. Also integrated in the programmes are the dissemination of marriage law, to postpone the marriage age, training, and other programmes on family welfare.

Due to the shortage of schools, Dharma Wanita established 6065 kindergartens, 28 schools for the handicapped, 64 elementary schools, 66 junior high schools, 24 senior high schools, 1 women's vocational school, one handicraft and 5 teachers training schools.

Non-formal educational activities are sponsored, i.e.: classes in religious teachings, mental health, art, music and sports for members and youth. Emphasis has been laid in the field of youth guidance, such as training for dropouts, and narcotics prevention.

Proposed by the Dharma Wanita, special measures have been enacted for the protection of the rights of wives and children of civil servants, in case of divorce and polygamy. In such cases, the divorced wife (and children) receives alimony directly from her ex-husband's office, which is 1/3 of his salary and 1/3 for the children, or 1/2 if the couple has no children. [3]

Functional Literacy and Civic Instruction for Women and Girls in India

In 1985, the government of India, in cooperation with Unesco initiated a project to include a non-formal education scheme for children (9-14). At the same time, it introduced another target group, namely, the adult women of the age group 15-45. Both groups were taught by one and the same instructor who was trained to handle both a class of children and a class of adult women, at different times. This project was implemented in Chinhat and Bakshi-ka-Talab, Lucknow City, Uttar Pradesh, and covered 300 centres, each to teach approximately 30 women and 25 children. In all, the project reached 9.000 women and 7.500 children between 1985-1986.

This approach was initially a pilot project. If successful, the project might be expanded to reduce illiteracy in rural India and particularly in the Hindi speaking North India. A report on the project is herein summarized.

The project had three dimensions: functional literacy, income generating activities, civic awareness. The multi-dimensional characteristic of the project reflected the strategy mentioned on the Seventh Five Year Plan which states: "all developmental programmes, especially those affecting the rural poor will be required to include a component of adult education and literacy aimed at the needs of the beneficiaries of those development programmes."

Mobilization: The relatively high enthusiasm of the centre participants was reflective of the campaign for literacy and awareness which was continuously ongoing in the village. Slogans encouraging women and girls to read and write on the walls of the village houses were common sights:

- "Literate sisters-in-law are a boon to the household."
- "An educated girl is the light of the home."
- "What is a characteristic of an enlightened country?
  - Educated labourers and farmers."

Participants' socio-economic profile: Fifty-one per cent of all the participants in the project belonged to backward or scheduled castes. Most women participants had no previous education, while a great number of the child participants were school drop-outs (up to Standard III level). The families were engaged in subsistence farming or engaged as farm hands, clerical workers, petty merchants (i.e. selling confectionary). Except for working in the field, the women participants had no income prior to joining the centres. The husbands of the women participants earned an average of 5 Rupees to 10 Rupees daily.

The instructors: Most of the 300 instructors for the 300 centres were young women between the age of 18-35. If there were no available educated young women in the village, a man instructor was recruited for the purpose. Originally, the required qualification of the instructors was Standard 10 graduates. However, several of the recruited instructors held either a Bachelors, or Masters degree. Others had high school diplomas.

Vocational training for instructors: From mid-1986 to mid-1987, the specialized training in six vocational areas were conducted by the project. These specialized areas were as follows:

1. Sewing and knitting: handling of machines; stitches; 16 types of garments; recycling of old clothes; selling of sewn clothes at exhibitions.
2. Food preservation: fruits; vegetables; jams; pickled foods; sauces; chutney.
3. Silk screen printing: design; printing on cloth and paper for calendars, cards, etc.
4. Washing and cleansing powder production
5. Snack production (bari, papar): modern and sanitary methods of food preparation.
6. Smokeless stoves instalment and proper use: special training by Department of Unconventional Energy.

The concept of civic and social awareness was not part of the original training programme but was eventually included in the following themes: national integration, small family norms, environmental conservation and equality of women. The initial training of the instructors included how to establish centres and distribute materials, coordination of village adult education committee, teaching methodology, etc. Methodology included use of traditional folk media, songs, dances, poems and puppetry. In addition the instructors were trained in home-made, low-cost instructional materials which was an asset to instructors in low-income areas.

In addition to involvement of educational institutions, the project had technical support from various governmental and private agencies.

Public awareness was stimulated by a television and radio programme, and newspaper articles in English, Hindi and Urdu. Slogans were also created and posted on the village walls. Cultural programmes, public songs, dances and exhibitions emphasizing rural development were produced.

IMPACT OF PROJECT

Functional literacy: All learners in both non-formal classes and adult classes demonstrated their reading and writing skills at the levels taught. They could read not only the provided texts but, in certain cases, also other leisure readings, i.e., the story of Hanuman written in comic book style. The vehement desire to read such classics as "Ramayana", "Geeta", or "Maha Bharata" is one of the most cited reasons among adult learners. In addition to the classics folk songs were taught to the trainees who not only sang the songs but started to write their own. Religious poems were written and learned. Thus, the oral tradition of poetry citation which is traditional in India was extended to cover the newly acquired medium of reading and writing.

Income generating skills: Income generating skills were perhaps, the most attractive components of the project. Most adult women joined the centres because the latter promised an opportunity of generating income. The activities ranged from making food stuff, to basketry, soap making, candle making, embroidery and knitting, sewing and mat making. The most popular among these was sewing due to the prestige attached to sewing and, particularly, the sewing machine; the preference for sewing on the part of project personnel to popularize the existing skills available among them and the project personnel's pre-occupation with sewing as a panacea for poverty.

According to the report, the marketability of the products requires closer attention, a fact common to projects in other countries. It should be mentioned that Unesco's financial assistance was partly used to start a revolving fund. For example, raw materials were bought and distributed to

participants for work. The products were collected and arrangements for sale were made by the project officer and her team.

Civic awareness: Efforts were made to inculcate civic awareness among the project participants through integrating lessons on various civic topics in the basic literacy primer, Nai Raah. These lessons included national unity, brotherhood and love and nationalism. In addition to the primer, a post-literacy reader was devoted to the subject of civic awareness. Similarly, the non-formal education text for children called Gyan Deep had lessons on "Bharat, Our Nation", "Our State", "Uttar Pradesh", and "Our Country", "Our Government" directly intended to generate civic awareness among the child participants of the project. Civic awareness also was extended beyond the traditional concept to include awareness of health, nutrition and social etiquette, however many of the participants and project personnel agreed the civic awareness should be strengthened in the project. [4]

Mauritius-Isle in the Sun

The Ministry for Women's Rights and Family Welfare in Mauritius was established in 1983 and one of its objectives was "to take necessary steps to ensure that economic and social discrimination based on sex is eliminated". Given the high illiteracy rate among women, in 1983 the Ministry embarked on a functional literacy programme for women, with literacy the key to education and education a sine qua non for the development of women. In September 1986, with the collaboration of the Ministry of Education, Arts and Culture and UNICEF, the Adult Literacy Programme was launched. The main objects of the programme were:

- To equip women with skills required to adapt themselves to the changing environment.
- To impart knowledge in the "3 R's" - reading, writing and math- in relation to job prospects for the female labour force.

Some redundant teachers were trained by an education officer assisted by a team and UNICEF provided the financial assistance for this training. The Ministry for Women's Rights and Family Welfare provided the infrastructure and supervised the attendance of teachers and students and the Ministry of Education gave pedagogical advice and provided occasional supervision. Some literacy material consisting of a "Livret de Lecture" was also produced by the Ministry of Education together with the Mauritius College of the Air.

The Ministry has under its purview a National Women's Council which groups about three hundred women's associations scattered throughout the island. The team of six teachers assisted by the welfare workers visited women's associations or women in their homes, in their places of work, or talked to women while they were attending sewing, embroidery, yoga, home,

economics classes or other services provided by the Ministry's Social Welfare Centres. The language used had to be the one used by the women in different areas i.e. Creole and/or Bhojpuri.

Originally, the women were not interested in the literacy classes but appreciated the opportunity for social interaction which was being offered to them. Thus motivation included personal contacts and listening to the problems of the women and their interests in literacy. The reasons they were interested in such a course were expressed:

- The ability to read prices and to fix prices of the goods they bought or sold in the informal sector
- The ability to read prescriptions, pamphlets, newspaper and other simple materials
- The need to correspond with children abroad
- The desire to learn new techniques of production through training once basics have been acquired
- The willingness to learn food preservation techniques
- To participate actively in socio-cultural and welfare activities.

At present, there are six literacy centres which are run by the Ministry for Women's Rights and Family Welfare. The classes are run two or three days per week from 13 hours to 15 hours, the time at which most women are free. It is interesting to note that the age of the adult students varies between fifteen and seventy-five years. The young are less numerous and the average age around 60 years. Classroom teaching involves the use of blackboard, flannel board, flannel graphs and a "Livret de Lecture". Extra curricular activities include educational outings and interaction among other groups of women. [5]

The Cheli Beti Story, Nepal

A lyrical description of women in a remote region of Nepal was written by a member of the Unesco Secretariat:

"Time has stood still for centuries in the Seti region in the extreme west of Nepal. The rare visitors to this area are dazzled by the magnificence of its landscapes the snow-capped peaks of the Himalayas standing out proudly against a back-cloth of deep blue sky, the emerald-coloured rivers meandering across deep valleys then forcing their way violently between huge mountain flanks, the crystal-clear lakes that in winter are covered with ice and snow, the burning, barren plains, hillsides splashed with the fresh green of the rice fields, groups of pink, thatch-roofed dwellings perched perilously on mountain-sides.

Circled to the north by the Chinese frontier and to the south by the border with India, far from the usual tourist trails, the districts of

Doti, Bajhang and Bajura are the setting for an original experiment initiated in 1979 by Unesco and the Government of Nepal.

The women of Seti: While the menfolk are away, the women take over their work in addition to their own already heavy customary chores. On their shoulders lie the responsibilities of household, children and the work of the fields. Their daughters, from the youngest upwards, work at their sides. While their brothers go to school, the girls remain at home to help their mothers look after the babies and the cattle, cut the grass, collect firewood, draw water, do the housework and the cooking. Even when other sisters are there to share these tasks and even if the parents could manage without them, the younger girls do not go to school but stay at home with their mothers.

The parents' main preoccupation with regard to the future of their daughters when they are twelve to fifteen years old is to find them a husband. Once a daughter is married, her parents have no further obligations towards her. It has not become part of the local `mores' to think of education as being a necessity for girls. This is why most of the women of the region, mothers and daughters alike, are illiterate.

An experimental pilot project: To alleviate the lives of these peasant women over-burdened with work, Unesco responded to a request from the Government of Nepal to elaborate a pilot education project for rural development, launched in 1981 in the Seti region, in cooperation with UNICEF and with financial aid from the United Nations Development Programme (UNDP) and the Arab Gulf States Fund for the United Nations Development Programme (AGFUND).

Statistics of the Nepalese Ministry of Education for 1980 show that, in the three districts covered by the project (Doti, Bajhang and Bajura) in which there are 278 primary schools (grades 1 to 3), 128 first stage secondary schools (grades 4 to 7) and 15 second stage secondary schools (grades 8 to 10), the average percentage of girl pupils is seven per cent in the primary schools and two per cent in the secondary schools, as compared to the national average of twenty-eight per cent in primary schools and twenty-one per cent in secondary schools.

The young village women and girls are particularly under-privileged and discriminated against, not only because of their sex and the fact that they live in an under-developed rural zone, but also because they often belong to an inferior caste. In order to help them escape from their wretched condition, their ignorance and their status of inferiority, as well as to make them and the other inhabitants of their villages aware of the importance of education in general and of women and young girls in particular, the 'Education for Rural Development' project has developed an education programme specially designed for young girls who do not go to school and have no chance of going there.

The purpose of this original, tailor-made, Cheli Beti programme as it is called (in Nepalese Cheli Beti means "young girl"), is to demonstrate that education is a strong force for progress and a

prerequisite for the improvement of the condition of peasant women and their daughters. The objectives of the Cheli Beti programme for the three districts of the Seti region (Doti, Bajhang and Bajura) were as follows:

- To improve the status of young girls and women in the villages,
- To develop in them a sense of identity through teaching them to read, write and count,
- To improve conditions of hygiene, health and home and of life in the family and the community in general,
- To encourage women's participation in various development activities,
- To increase female school attendance.

After several visits to the villages and following in-depth studies of village life and of the real educational needs, the project team drew up a training programme for the young girls. For 160 days, hundreds of young girls in the villages of the region were to come together, either in specially allocated huts or in the open. Seated on rush mats in front of a blackboard, and with the help of a specially trained teacher, they would spend two hours a day learning to read, write, count, play and sing, and to do all kinds of things that would make their daily life easier and more pleasant.

The teaching programme is built round a "role-model", Kamali, a young village girl going about her daily life, who figures in a school manual which is made available to the pupils. Kamali behaves in a manner which offers an example with which pupils can identify.

Methodology: During the 160 days of classwork, the teaching programme includes 132 reading and writing lessons, 19 arithmetic lessons, 39 periods devoted to practical activities, 6 to educational songs and 28 to games. The programme is so devised that, during the first 75 lessons, a series of key words is introduced. Each group of key words is linked with practical activities. The final lessons deal with more general subjects, going beyond the family context and related directly to improving the life of the villagers in general and of the young girls and women in particular.

The teachers: The training of Cheli Beti teachers consists of an initial training period of thirty-five days. In addition, a two-day refresher course is organized during the teaching year. Those who decide to continue for a second year go through an additional refresher course which lasts seven days.

During the thirty-five days of initial training, the participants are given a grounding in teaching methodology. Micro-teaching techniques are applied in each subject, in literacy teaching, arithmetic, practical activities and songs. Practical activities are an integral part of the programme and the instructors make use of the most appropriate demonstration modes. The initial training programme is designed to inculcate or develop the necessary knowledge and attitudes, in particular:

- awareness of their economic, social and cultural status,
- the need to pay attention to their personal hygiene,
- a basic knowledge of family planning,
- the ability to organize productive activities,
- notions of health and hygiene, nutrition, agriculture, use of water resources, exploitation of the resources of the forest, etc,
- awareness of the importance of education for women and young girls and of activities that will help to improve their status and the life style of the villagers,
- knowledge of the socio-economic, political and cultural conditions in which they live,
- how to express themselves freely,
- understanding of the philosophy and objectives of the Unesco project on education for rural development in the Seti region,
- the techniques needed to put into practice in the Cheli Beti classes the knowledge acquired, including teaching methodology, practical activities, games, etc.
- the ability to write articles for the local press,
- the open-mindedness required to create within their communities positive attitudes towards the education of women and girls and towards progress in general.

The Cheli Beti project is continuing and a film was produced in 1988 to bring the story to a world-wide audience. [6]

The Philippines and Project Five-O

Project Five-O, designed to help women in poor economic circumstances in third world countries, is a cooperative venture between five international women's organizations - the Associated Country Women of the World (ACWW), the International Council of Women (ICW), the International Federation of Business and Professional Women (IFBPW), the International Federation of University Women (IFUW) and Soroptomist International (SI). There are affiliates of these five organizations in over 125 countries, of which almost 100 are third world countries. In 1982, Unesco agreed to include Project Five-O in its Cooperative Action Programme which aims at improving the quality of life at community level for the most disadvantaged people in the least developed countries.

At the Bliss Livelihood Centre in Bacolod City, Philippines, the Five-O committee has arranged training in food processing and cooking; the products are sold at a nearby kiosk run by deaf mutes. Elsewhere training is provided in weaving, with help from a local weaving school, and in making artificial flowers from wood shavings. In an area where the people have for generations produced beautiful but fragile ceramics, it is planned to teach modern techniques of firing and glazing to make the ceramics more durable.

Women trained in these various activities are encouraged to set up income generating groups in their own homes, thus extending the training they have had to others. Such groups are helped by the Five-O project with loan funds for the purchase of necessary raw materials. The Five-O Committee also arranges instruction in welfare activities, in self-reliance and in leadership, and undertakes studies to evaluate the extent to which their "graduates" are making use of their training. [7]

Saudi Arabia and Women's Programmes

Non-Formal Education is limited to literacy courses. In the Ministry of Education a Department of Non-Formal Education undertakes programmes in literacy. To be eligible for literacy courses one should be beyond school age (8 years, three months) and under 45. The literacy courses involve only instruction in reading and writing which is a means of appreciating their religious heritage. The literacy programmes were started in 1972 as a twenty-year initiative. The centres for literacy are located throughout the country and increased in number from 20 centres in 1972 to 1609 in 1986-87. In 1972, 1.400 women were enrolled and by 1986, 72.122 women attended. In addition to special centres for training, schools were utilized in the literacy programmes. The courses and educational materials are without charge. Radio and television programmes are utilized in instruction.

In Saudi Arabia, there are 19 non-governmental women's organizations and 78 men's organizations. The organizations programmes include for 1986-87:

- Child Care
  - : 76 nursery centres: 13.564 children receive care in 1986-87.
  - : 5 orphanages centres: 209 orphans
  - : 19 pre-school centres: 639 children
  - : 4 childrens' clubs: 1.043 participants

- Training and Technical Education
  - : tailoring courses: 1161 students
  - : typing (Arabic and English): 1395 participants
  - : language: English, French and Arabic for foreigners: 1270
  - : computers courses: 795 women
  - : training courses for nursery schools: 46 courses

- Programmes for the Disabled
  - : 2 tailoring workshops: 45 girls
  - : centre for disabled children in Riyadh: 293 children
  - : 2 centres for deal and dumb: 51 patients.

- Centre for the Elderly: 4 women (recently established).

Girls and boys have separate schools throughout the educational system, also separate curriculum. The girls have sewing and home economics courses at the preparatory level for three years. [8]

Sierra Leone's Girl Scouts Help Young and Old Alike, WAGGS

The World Association of Girl Guides and Girl Scouts (WAGGS) is an educational organization for girls consisting of more than 100 national organizations with a total membership of about 8 million. The aim of the Girl Guide/Girl Scout Movement is "to provide girls with opportunities for self-training in the development of character, responsible citizenship and service to the community through challenging activities".

"The Sierra Leone Girl Guides Association started a project involving literacy training in September 1982. Classes were held for both children and adults. The adult class was initially comprised solely of women, mostly gardeners and traders, who learnt to write their names and the names of vegetables and fruits they sold at market. They were also taught to carry out money transactions, including calculating and giving change. Their progress, although slow and undramatic, resulted in advances of long-lasting value, and the skills they learnt were of such practical use that they will probably be passed down from generation to generation.

The children's classes, which attracted pupils from three villages, were also of long-term value. The number of pupils increased from 14 to 25 as classes progressed, an indication of their popularity. One of the older students proved to be responsible and was promoted to a leadership role, helping with the younger children, while five of the other pupils were able to obtain admission to the local primary school in the following academic year." [9]

Women's Programmes in Syria

The Literacy Directorate in Syria administered a pilot project in 1980 to develop the women's sector. The main activities were in the areas of education, vocational training, mass education and self help. The project covered 17 villages; 200 literacy and vocational training courses were opened and 55 health seminars and 45 social affairs seminars were organized. The project's information activities were also directed to men in the area. Subsequently, in 1985-1986 another project of literacy and civic education for women was launched in Damascus, Syria. This project, which is implemented by the Ministry of Culture with Unesco's support is

aimed at social awareness in a rural environment with a high rate of female illiteracy. To insure the realization of the project goals, emphasis is placed on the following aspects:

- Correlation between women's literacy and vocational orientation.
- Training literacy working bodies to improve rural woman's teaching methods.
- Providing learners with educational media such as audiovisual and printed matter and samples of educational packages.
- Selecting certain topics of civic and environmental education suitable for rural women.
- Preparing elementary plans and designs of follow-up materials for those post-literate women to acquire some basic self-teaching skills.

Other activities in Syria for women include:

Cultural centres: women are encouraged to take short courses in Arabic and foreign languages (English, French, German and Russian), typing, tailoring, first aid, health care, hairdressing, floral arrangements. The courses are for young girls under 16. Small stipends are granted to each student.

Women are also encouraged to participate in civic life through seminar and discussion on political parties. Various lectures are given such as the role of the mass media in developing good citizenship, literacy and socio-economic development, the role of Arab women in a modern society, and major issues confronting the Arab world.

Women teachers are also in charge of childrens' clubs for summer vacation which include children's music, theatre, drawing, crafts and organizing exhibits for the items produced by talented children. The teacher assumes this responsibility as part of her paid summer vacation. Similarly, the teacher is trained once weekly during the academic year in skills to enable her to teach in the summer clubs. [10]

Tanzania

A study on "Tanzania's Actions and Experience Regarding Literacy Instruction for Women" stresses the importance of adult education. The adult education movement in Tanzania at an early date stressed rural education and political messages emphasizing self-help and nation building activities such as construction of roads, wells, dams, the building of schools and dispensaries. This activity required people's motivation, mobilization and participation. President Julius Nyerere in 1964, underscored adult education in his first five-year plan:

> "First we must educate adults. Our children will not have an impact on our development for five, ten or even twenty years. The attitudes of the adults on the other hand, have an impact now".

The 1967 Arusha Declaration had two implications for adult education. First, by advocating a socialist policy, it implied equal educational opportunity for all citizens and second, policies of self-reliance and rural development require full participation by all citizens regardless of age and sex. The President further elaborated on adult education as improving the quality of life in addition to nation building, to change attitudes of the people towards themselves, their fellow human beings and their own cultural heritage.

Literacy Campaign: Tanzania undertook a national literacy campaign which had support from the highest level of national leadership. At the time of independence the majority of Tanzanian women were illiterate (about 80%) which was considered contrary to national goals of an egalitarian society.

The first stage of literacy programmes were functional programmes which included "the 3 R's", health education, housecraft, embroidery, sewing and agriculture. Simultaneously it was recognized that to combat illiteracy, formal education had to be more accessible. Therefore, Universal Primary Education for girls (UPE) was launched in 1977 with an increase in the number of co-educational schools, and bypassing party resolution, favoured girls entrance to university following their one year of national service. Within only 16 years (1967-83) Tanzania was one of the most successful countries in the Third World in literacy instruction for women. In 1977, 1981 and 1983, the total number of women tested exceeded that of males.

This achievement should be viewed against the constraints of women's participation and tradition regarding their participation in social activities, lack of adequate supply of necessities of life (i.e. water), lack of day care centres and medical facilities and the heavy work carried out by women.

Various government policy statements supported the adult education movement which had four interrelated objectives.

1. To raise the general level of education particularly school drop-outs before completing the minimum required level
2. To improve professional/vocational skills of the working population to raise farm productivity, factories and offices
3. To increase general awareness and political consciousness of the masses, and
4. To raise quality of life for all the people, especially in the rural areas.

A well conceived mechanism was developed reaching the regional district and ward levels of the country.

Unesco launched a campaign in 1970 which by 1983 had reduced the illiteracy rates from 39 per cent in 1975 to 15 per cent in 1983, and 9 per cent in Bwatwa and Sumia in 1987. Women's enrollment exceeded that of men and helped to promote equality. In 1985, a Ministry of Education survey indicated that adult learners were demanding that women be given status and responsibilities like men and that they should be fully involved in productive activities (18%).

The success has been noted as due to the centralization of the campaign, the involvement of national and political officials, the principle of people's creativity and popular participation. In the literacy classroom individuals have classroom responsibilities (decentralization). The women's own organization the U.W.T. also encouraged participation in education and village activities. Women themselves found literacy links with the changing social and economic role of men and women.

Tanzania also developed support activities. Programmes include rural libraries, rural newspapers,radio education programmes, film education, correspondence studies, folk development colleges and vocational training centers which were a valuable contribution to literacy instruction for women. The vocational training centres where women were enrolled in the home economics courses had by the year 1985, as many as 1.145 centres.

Many factors have contributed to Tanzania's success in mobilizing women for literacy instruction: namely, the existence of a clear national policy, coupled with an elaborate administrative and organizational structure (allowing for both centralization and decentralization), the active role played by various institutions and organizations, especially the Women's organization (U.W.T.), the Institute of Adult Education and the Folk Development Colleges, and the direct involvement of the top party and government leadership.

There are still a substantial number of women who do not know to read and write, or who only have rudimentary literacy skills. The problems which have adversely affected literacy progress for women include men's negative attitudes toward women, women's perception of themselves (lack of self-confidence), and sexual division of labour and pedagogical shortcomings due to the use of inadequately trained literacy instructors. A number of remedial measures have been adopted. These include revision of the literacy programmes to increasingly suit the needs and interests of the adult learners, the use of extension workers to enrich teaching and the launching of literacy support programmes. (12)

Mobilization in the P.D.R.Y.

The People's Democratic Republic of Yemen (PDRY) launched in 1984 a successful literacy campaign in the nation which had as a major target illiterate women.

Mobilization and mass organizations: The immediate objective in the campaign plan was to eradicate illiteracy in the 12-35 years age group. This was to be done through the waging of a literacy campaign over a six-month period, which would mobilise the masses, and utilise to the maximum the potential and energies of all party and mass organizations, government agencies, the media, students and teachers.

A medium-range objective was the establishment of a follow-up system to continue providing the newly-literate with broader educational skills that would enable them to continue study and training and become participants in the mainstream of social and economic development of PDRY. Finally, a broader goal was to construct a popular education system that would enable the masses to develop their potential, skills and behavioural patterns, through a continuing process of vocational or mass cultural education and training. At the beginning of the campaign, Local Defence Committees and mass organizations held general meetings with the population in each village, in workplaces, in schools. The reasons for the campaign and the benefits of literacy for the development of the nation were emphasized.

In each area, forthcoming events and the organization of literacy classes, were explained; explanations were provided of how the population at large could participate in the campaign. Illiterates were exhorted to study, and citizens to provide voluntary support to the campaign; for example to help out-of-town teachers and supervisors by providing accommodation, to provide classroom places in homes, meeting places, even to provide cold water, tea or food for teachers during class time. Some communities provided gasoline for transportation of teachers. The participation of so numerous community members in various ways to support the campaign was one of its most rewarding features. Events such as street demonstrations, parades and carnivals, were organized from national to local level, and inaugurated by leaders of the Party and government, national and local.

The media: Newspapers, TV and radio, were used to great effect. TV had particular influence and impact, given its coverage of over 80 percent of rural communities in the country. TV and radio programmes explained the objectives of the campaign. During the campaign, talk shows, reports, on-the-spot interviews, highlighted progress in the campaign, where new classes were opening or events taking place, where materials could be expected and when, or human-interest stories from local residential areas or individual literacy cells (classes). Special songs and poems, representative of regional characteristics, had been commissioned, and these were continually broadcast on TV, on radio and issued through the press. TV and radio also transmitted special teacher training programmes,

and daily reading and writing lessons to parallel classwork going on in residential areas.

Special activities: During the six months of the campaign, a series of events and mobilization tools were used to stimulate interest and impress on the population the importance of its involvement in the campaign. These included:

- a football match between two top national league teams;
- issue of special literacy postage stamps, and use of special postage stamp franking and cancellations with literacy messages;
- thematic literacy posters;
- photographs of literacy classes on matchboxes;
- literacy badges;
- a 50 fils (15 U.S. cents) literacy tax on liquor, cinema tickets, and other services;
- a literacy tax of half a day per month, for six months, on the salaries of all government and parastatal agency employees.

The importance of women's literacy: Since 77 per cent of the target group illiterates were women, media programmes and local organization mobilization activities, while emphasising the need of literacy for all members of society, broadcast particular messages focussed on the importance of women's literacy. One slogan, for example, stated that: "Teaching the women is teaching the family". The Egyptian poet Ahmed Shouki was often quoted in broadcasts and the press: "The mother is a school; if you prepare her well; you can guarantee preparation of the new generation". Media messages also recalled colonial days, when women had no chance to progress, and compared those days with the present day progressive policies of PDRY with regard to women.

The media: Prior to initiation of the campaign, the radio and TV transmitted training programmes for literacy teachers, outlining what the literacy campaign was to do, what should be taught and how, psychological and social aspects of teaching, student guidance and motivation, and how teachers should prepare reports on progress in their classes. This use of broadcast media provided very strong motivational support to teachers, through constant reinforcement of the need to remain involved in the literacy process.

Throughout the campaign, TV and radio daily broadcast literacy lessons to help students who may have missed classes, and also those who had to rely on learning through distance teaching, where teachers were scarce. Throughout the campaign, leaders and mass organizations, education leaders, government ministers, were constantly visiting class sites to encourage and support teachers and students and to give them a sense of involvement in a national process.

Motivation and incentives for students and teachers: A number of incentives were provided to motivate both students and teachers, i.e.:

- the granting of medals and certificates of merit to outstanding students and teachers;
- bringing into prominence (particularly through the mass media) names and photographs of those literacy students and teachers who excelled during the campaign;
- consideration of the period of participation in the campaign by both students and teachers as part of their national military service;
- consideration of participation in the campaign, and successful accomplishment of tasks, as an important factor in selection criteria for scholarships, training courses and employment.

Organization of literacy classes: Students and teachers were mobilized as literacy teachers and supervisors; they were organized into "cells", "units" and "platoons":

- the **"cell"**: led by a "pioneer" (a secondary or post-secondary student, or Unity school graduate) responsible for teaching 5-7 literacy students;
- the **"unit"**: led by a "Guide" (a Unity school teacher), responsible for guiding activities of 5 pioneers;
- the **"platoon"**: led by a supervisor (a secondary school teacher) responsible for 7 guides.

The "classroom" could be in a home, under a tree, or any other non-formal setting. Basically, any method of informal education that consolidates the mass spirit of the campaign by utilising mass, group and individual media of communication was considered as a valid vehicle for combatting illiteracy.

Impact of the campaign: The results of the campaign showed an overall participation of 187.000 out of the target population of 194.000 illiterates. The drop out rate was only 14 per cent and 83 per cent of the participants passed the final literacy test. However, it is now evident that some people have slipped back into illiteracy since 1984.

Since the campaign, some 20.000 people per year have remained enrolled in post-literacy classes, for which thematic readers have been, and are being printed and distributed with UNICEF support. Themes of the readers relate to child survival, development and protection, to maternal care and to the woman at work. A major goal of post-literacy activities is to encourage neo-literates to enroll in the Basic Education Programme, which provides a condensed primary education equivalency.

In 1987, a resolution was passed to create the national Adult Education Council, chaired by the Prime Minister, to develop a programme to eradicate illiteracy completely and to reinforce an adult education curriculum which will provide intermediate formal schooling equivalency. [12]

Strategies on Civic Education from Asia

The Regional Seminar on Civic Education and Functional Literacy Among Rural Women, held in Lucknow, Uttar Pradesh, India, in October-November 1987, prepared the following guidelines, which may be useful in other regions. Representatives from eleven member states of Unesco attended the seminar organized by PROAP (Unesco's Principle Office for Asia and Pacific). They included: Afghanistan, Bangladesh, China, India, Indonesia, Malaysia, Nepal, the Philippines, Sri Lanka, Thailand and Vietnam. The following is verbatim from their seminar report. (13)

Problems/Issues	Proposed Activities	Agencies
I. Individual and family related		
1. Inadequate knowledge on matters relating to health and family life		
a) Health	Self-care of women (understanding physiological psychological make up of women) Child care (immunization, oral rehydratation therapy etc.)	Curriculum/textbooks/ learning material in formal and non-formal systems.
b) Family Life Education	Nutrition I.e. problem of early marriage, spacing of children, responsible parenthood, etc.	
c) Over-work	To provide basic labour-saving devices, changes should be made in the attitudes regarding the division of work in the family	Mass media, curriculum, concerned agencies and research institutes

d)	Lack of health and sanitation facilities	Adequate provision of health and sanitation facilities in the rural areas	Health Department; Municipalities, Local Self-Government Bodies.
II	Illiteracy		
a)	Lack of awareness about the importance of women's education/ literacy	Consciousness/ awareness raising through information campaign/propaganda through * mass media * success stories	Mass media, formal and non-formal education departments, community and religious leaders
b)	Lack of education facilities for girls as a result of which universalisation of education is not achieved	Provision of adequate educational facilities including buildings, books, separate toilet facilities for girls, free lunch at school, literacy classes for women and girls.	Different departments/ Government agencies
c)	Outdated and irrelevant curriculum and inappropriate teaching methods, materials and training	Refocussing the curriculum and plans to include women's education. Revision/ designing contents, selection of methods and developing materials that are relevant to women's issues. Designing suitable participatory methods for training and retraining of functionaries at all levels.	Non-formal and Formal Education Departments and other non-governmental and governmental departments.

3)	Women's role dictated by traditions i.e. home maker, wife, mother, child rearer and health provider	Emerging non-traditional roles of women i.e. successful workers, bread winners, professionals, leaders, etc. Same exposure of male and female members of the family to activities irrespective of traditional sex-role stereotypes.	Mass media; Formal and Non-formal Education Departments
		Re-orienting/ sensitizing national policy makers, planners and administrators through: * meetings and seminars, etc. * use of multi-media materials and other mass media forms * dialogues with women's groups	Formal and Non-formal Education Departments
4)	Lack of confidence among women	Provision of training activities focussing on the following areas: * understanding one's self- "Who am I?" and "What am I?" * awareness of own potentials, strengths and weaknesses * managing oneself *articulation of needs * ability to raise questions related to their own existing conditions	Department of Adult Education, Women's Organizations.

5)	Desertion/ Separation, violence against women physical abuse	Organized action by women's groups to fight some of the social evils. Multipronged strategies such as legal provisions must be made to deter desertion/ separation. Setting up of homes for the destitute women	Curriculum/learning materials, mass media, NGO's, Department of Law, Women Organizations, Government Agencies.
6)	Lack of decision making power in family	Women must be made aware of their equality as provided for by constitution and laws, and should be given right to choose their life partners, the number and spacing of their children, information about inheritance laws etc.	Mass Media, curriculum/ learning materials, women's organizations.
a)	Most societies have patriarchal systems, with most major decisions made by men/ fathers/ husbands		
II	<u>Community level</u>		
1)	Socio-cultural and religious resistance		
a)	Cultural values and societal attitudes and historical traditions	1. Provision of stimuli for questioning existing attitudes, values and beliefs. 2. Provision of scientific facts and explanation about matters related to their everyday life, in a comprehensible manner.	Non-governmental organizations, curriculum/ learning materials, women's organizations, etc.
b)	Vested interest groups, political parties and religious organizations which prevent women's participation in development	Every political party must educate its cadre regarding the upliftment of women	Mass Media, political parties and religious leaders

2)	Lack of organization among women Lack of organized efforts among women regarding their own development	Organization of women i.e. advocacy groups, unions of agricultural, factory workers and cooperatives through provision of training on leadership, skills training, cooperative education, trade union education, etc.	Mass Media, NGO's, Women's Organizations, Education Department, Adult Education, Law Department.
3)	Lack of support system in women's development from government and non-govermental organizations	Creation of community councils composed of government and non-government officials, women's organizations and representatives from target beneficiaries	Local Self Governments, Development agencies, Community, NGO's etc.
4)	Inadequate involvement/ participation of women in community improvement projects/ programmes and activities	Involvement in community affairs including: * political activities i.e. insuring membership in councils, exercising the right to vote and getting elected. * Social/education through creation of women's committees for monitoring of education of girls and women. * Health * Environmental Sanitation i.e. refuse/excreta disposal and clean water Local Self Government/ Local Councils, Development Departments, like Health, Environment, Sanitation, etc.	

III	Socio-political and cultural problem		
1)	Lack of awareness (of laws, programmes, facilities for women)		
a)	Non-availability of laws in simple language, apathy towards delayed justice, lack of self-confidence, societal opposition	Mass media should be employed to spread knowledge of laws and programmes, in simple layman's language. Free legal aid should be provided for women. Assistance should be provided by NGOs. Law made by different coutries in the region should be widely publicized. Laws and programmes must be included in adult education programme. NGO's especially women's organizations should be oriented about laws made for women's benefit.	Mass Media, NGOs, Women's Organizations, Education Department, Adult Education Department, Law Department.

2)	Exploitation		
a)	Exploitation often results from women's ignorance of their rights, absence of laws specifically protecting women from exploitation, laws, where they do exist are often not enforced.	Laws protecting women from exploitation should be enacted and enforced strictly. Incidences of exploitation should be given wide publicity through mass media, political parties should expell from their parties those who exploit women in all forms (economic, physical, etc.). Strong women's organizations should fight exploitation. Free legal aid should be given to women. Education regarding exploitation and its prevention should be given through mass media and curriculum.	Law Department, Political parties, mass media, NGOs, Women's Organizations.
3)	Distorted images of women		
a)	Distorted images of women projected by the media i.e. as sex objects, consumers of products, etc.	Enhancing the images of women by the mass media through: * conducting analysis on how women are projected in the mass media * identifying ways of arousing the mass media to project a more balanced image of women * designing/ developing alternative media materials and projecting empowering images of women	Research Organizations, women's groups and mass media agencies

4)	Lack of coordination among development agencies	Coordination at all levels is required. There should be integration of programmes for women's basic needs. Planning should be started at the grassroots level with women's participation. Women should be given training in civic organization for coordinated planning and implementation.	Adult Education Department, Mass Media, Industry Agriculture, Education and Finance Department, Family, Health Department, Environment, Social Welfare, Rural Development.

IV Economic Problems

1) Poverty

a)	Limited access to economic and livelihood opportunities	Provision of livelihood, income generating opportunities through: * skills training and upgrading existing skills, i.e. cottage industry * non-traditional skills development, i.e. high speed operations, modern farming techniques * business management * development of business and entrepreneurial culture * preparation of feasibilility studies * product development * packaging * pricing * marketing * provision of capital assistance, credit facilities for self-employment/ group enterprises	Law Department; Women's Welfare Department, Ministry of Rural Development, Bank.
b)	Unequal pay for equal work	Legal provision must be made by Governments to ensure equal work. Where such laws exist, they must be strictly enforced.	Law Department, Women's Welfare Department, Ministry of Rural Development.
c)	Replacement by machines in work usually done by women	Women must be given training for operating such machines	

d)	Destitute women	Government should carry out legislation to give preference to destitute women in jobs.

Chapter II

EDUCATION AND TRAINING FOR RURAL WOMEN

The rural population constitutes approximately 60 per cent of the population in the Third World countries, a majority of which are women who are experiencing increased responsibilities both in daily work and family care. Access to education is limited, water, electricity and transportation are inadequate, social and health facilities are scarce, and natural disasters in some areas are a challenge to survival. The migration of male members of the family has also increased the responsibilities of the rural woman, who is in urgent need of knowledge and productive skills to improve her self-sufficiency and general quality of life. The rural to urban migration also depletes the rural area of productive manpower for agricultural development.

The periodic environmental/climatic disasters such as drought, desertification, deforestation and floods have affected the agricultural production in various regions, in particular, Africa and South-East Asia, thus posing a serious threat to global food self-sufficiency. Famine is becoming a cyclical occurrence for millions of people - of whom the majority are women and children.

In addition, in 1988, two major industrialized countries had serious droughts: 42 states in the United States, were affected destroying an estimated 31 per cent of their agricultural produce. The Soviet Union reportedly also had drought in 5 regions and may suffer shortages of certain staples. Moreover, surplus dairy products are depleting on the world market and prices of this vital source of protein for enfants have drastically increased. Some specialists predict a global shortage of food by the early 1990's. This world-wide trend and the exhausting of surplus food supplies will curtail the availability and delivery of emergency food assistance to drought - stricken areas. Therefore, effective and well planned rural development strategies is not only a desirable goal of development but also a priority for man's survival. Since women constitute a significant percentage of the agricultural labour force appropriate rural education for women is mandatory to contribute towards self-sufficiency in agricultural production.

In spite of various national and international programmes and strategies to bring education to rural areas, women's access to education and training on both a formal and non-formal level is limited. Girls attendance at school falls behind that of boys for a variety of traditional reasons and families prefer to keep the girls at home to help in domestic chores or with farming. In areas where schools are scarce,

parents do not want girls to travel long distances to attend schools in neighbouring villages, and in general, parents do not perceive that education is important for girls who will marry in the future.

In general, rural development requires:

- Appropriate intermediate technology to lighten the productive and domestic work of both women and men: simple tools, food preservation and storage facilities, irrigation schemes, transportation vehicles and roads, improvement in basic infrastructure and communications.

- Innovative educational programmes such as school-work schemes, double shifts, utilization of schools for non-formal classes and mobile units of teachers, specialists and educational-cultural materials.

- Special curriculum designed for rural needs, the teaching of farming techniques, civic/community involvement, practical experiences in the community and farm as part of the school programme. In addition, science, math and literacy should be related to daily life and environment.

- Equal access to vocational, technical and agricultural training programmes and institutions.

- Access to cooperatives, marketing and credit schemes.

- Utilization of mass media: especially radio and video.

- Mobilization of the population in building and repair projects such as road and housing construction, digging for wells, irrigation systems, electricity lines, etcetera.

- Effective networking system to connect villages in cooperative activities.

- Regular participation in the identification and planning of projects to assure relevancy and successful implementation. Government planning and international assistance should emphasize grass-roots needs.

- To combat the rural to urban migration and the migration out of the country, governmental and private schemes should be developed to provide <u>incentives</u> to return to develop the agricultural sector. A Women's College in Sudan, AHFAD, has undertaken such a programme aimed at the education and placement of rural women back in their own rural area.

- Programmes should be polyvalent in nature and include access to comprehensive knowledge and skills.

Women's Agricultural Cooperative in Brazil

The 1988-90 Zonta/UNIFEM project in Brazil complements rural development programmes in the northeast of the country. It aims at establishing two agricultural cooperatives in the towns of Sao Tome and Cha das Cacimbas in the rural northeast region. Zonta, along with UNIFEM, will be financing this endeavour. The approximately 400 women participating in the project will receive training in decision-making, marketing and management of commercial enterprises. Technical advisers will offer courses in appropriate agricultural techniques, cooperative management, including training in revolving fund facility, and marketing and distribution techniques. Based on their experiences, each cooperative will provide for future investments enabling women to benefit from increased income and employment.

The objectives of Zonta International:

- To encourage high ethical standards in business and professions;
- To improve the legal, political, economic and professional status of women;
- To promote and supervise the organization of Zonta clubs throughout the world;
- To foster the spirit of good fellowship among Zontians and Zonta clubs;
- To work for the advancement of understanding, good will, and peace through a world fellowship of executive women in business and professions, united in the Zonta ideal of service. (1)

Pilot Project for Rural Education in China

The Chinese National Commission for Unesco has undertaken with Unesco a comprehensive rural education project for China with women as a major target group. In recent years, the majority of the rural population in China has realized the important contribution that scientific and technological knowledge can make to the improvement of their living standards. This awareness, accompanied by a campaign for putting into practice newly acquired knowledge, has accelerated the development of adult education in the rural areas. A new type of adult education has taken shape and is functioning through diversified multi-type and multi-level channels. At present, there are more than 3,500 rural secondary technical or cultural schools and training schools for technical personnel run by educational and agricultural authorities at county level. Agricultural programmes are also broadcast to communities and farms.

According to available statistics, 17,000 technical peasant schools and adult education centres have been established at township level.

Furthermore, technical courses and night school classes are organized in nearly 20 provinces, and participants are steadily increasing. In 1985, more than 46 million adults in the rural areas enrolled in education courses. In some provinces, namely Sichuan, Jilin, Hunan, Hebei, Guangdong, Henan, Liaoning, Heilongjiang, Shandong, Jiangsu and Shanghai, outstanding results have been achieved in developing adult education, setting up model peasant secondary schools, township peasant technical and cultural schools and adult education centres. These educational institutions at county and township levels play an increasingly important role in the growth and development of the local economy of their region.

In April 1987, a Unesco programme specialist visited Sichuan to observe the pivotal role being played by rural adult education schools in extending vocational and technical education programmes. As a result, a joint draft project proposal was drawn up for the establishment of rural adult education centres in Sichuan and Jilin provinces. The pilot project came into force in 1986, with the selection of four centres situated in the townships of Luojiang and Jingyang in Sichuan province; the Sichuan Provincial Peasant Instructor Training Centre; and Lishu county, Jilin province. Using available local education establishments and school premises. These centres:

- provide a permanent basis for training institutions in rural adult education schools;
- plan course design and curriculum development;
- carry out applied research to solve particular problems arising from the rural adult education schools;
- extend scientific and technological knowledge to individual households through trainers.

The pilot project has attracted considerable attention from the national authorities at all levels, as well as gaining the support of local communities. It is now seen as an important vehicle for the development of rural adult education programmes which in turn could influence the whole of China.

The strengthening of women's education is also an important task. Although, in theory, women have equal opportunities for education, their access to education has been limited due to their traditional role in family life. To meet the growing demands of the rural populations, the four centres place much emphasis on women's education and training. In Luojiang township, 30% of trainees, i.e. 290 out of a total of 963 participants, are women. Similarly, in Jingyang township, women constitute 25% of all trainees enrolled, i.e. 730 out of a total enrolment of 1,414. Women are thus becoming more and more aware of their position in society and are actively participating in the new reform.

Unesco has also launched in 1988 a specific project in functional literacy and civic education for rural women on China which will be entail acquisition of comprehensive skills and involvement in community life. The programme includes: training incooperatives, literacy, income-generating, community development, technology for rural development and civic education. [2]

Literacy and Civic Education for Rural Women in Lebanon

As part of the second mid-term Plan of Unesco 1984-1989 relative to literacy, women and rural education, a project was undertaken in war-torn Lebanon from December 1986 to September 1987. Lebanon has a literacy rate of 80% for men and 60% for women, a situation particularly high in rural areas. Therefore five rural areas were selected as targets for the project which included:

- Sensitization of women to their rights, by radio, posters, public conferences, debates and films.
- Encouraging local authorities to organize courses in literacy, post literacy and civic instruction.
- Approaching women's organizations, teachers and youth to furnish volunteers to educate the women.

These actions were based on the necessity of helping women and girls to be conscious of their responsibilities in material development and of their rights as human beings and citizens.

- The right to education
- The right to obtain equal salary in work
- The right to leisure time and participation in cultural life
- The full right to participation in economic and social life
- The right to be elected to deliberationg assemblies and policy and executive bodies
- Equality of opportunity in education and work.

The project utilized audio-visual materials such as simple films overhead slides, mobile films, radio, discs, musical events and film projections in the towns. The frequent electricity cuts limited the showing of films, however the sponsors substituted their centres' generator when possible.

The Centre published five medium sized posters and twelve small ones. The twelve small posters were prepared to illustrate the two manuals on literacy and civic education. The larger posters were placed in schools, mayor's offices, municipal buildings, centres of training. One poster represented The International Day of Literacy. All the posters illustrated the themes of Unesco -"Education for all", "Participation of women and girls in economic and social development", "Equality of education for

women and girls", "Literacy, moral necessity", etc. The posters were developed by educators, sociologists, social workers, publicity specialists and were well received. Three posters were selected for presentation at a regional contest on educational posters.

Two manuals were published. The first "Learn, educate yourself and your situation will improve": contained in the first part methodology and techniques of Unesco and regional institutions in the Arab world. One section dealt with lectures and noted words most commonly utilized in the region, produced by well known writers and poets, thus giving the text a special attractiveness. Simple poems were chosen to be memorized and recited. Individuals were encouraged to recite the poems in the evenings to their families as an incentive for them to learn. The second manual cited the various resolutions and declarations of Unesco and the UN General Assembly on the elimination of discrimination against women as guidelines for the instructors and women.

The campaign: the posters were given to various villages and municipal offices. Five public conferences were held on the themes "Learn, it is better to live", "Everyone should participate in development". Several short films were projected (3 produced by the Centre for Adult Education and Literacy in Egypt, and 5 produced in Tunisia and Kuwait on literacy). The posters and the manuals were utilized.

An innovation was introduced by equipping a car with a loud speaker to disperse various messages, with a woman's voice, supporting literacy and civic instruction for women. The farmers and villagers often interrupted their work in the field to listen to the messages and were given posters and leaflets before the car left. The diffused message in general was as follows: "If literacy is to be assured for everyone without exception, it is important to give special attention to women and young girls, mothers or future mothers of families. By teaching the mother, one teaches the entire family, as a result of the mother's influence." A special procedure was followed in certain villages.

- The team was received by the head masters of schools and village notables.
- The car with the loud speaker diffused a patriotic song.
- Posters and teaching notes were distributed to everyone.
- Manuals were left for the head mistress of the principle schools, or the mayor to distribute to local volunteers who agreed to teach the local illiterates.
- The second day the Centre's team returned to the specific village to discuss with the volunteer teachers pedagogical methods to be utilized. In the afternoon, meetings were held for the Centre team, the volunteer teachers, and the women and girls who wished to be taught. A three weeks trial period for the instructors to experiment on their method of teaching followed.

The Centre team evaluated the preliminary results of the programme on literacy and civic education. In July and August, many of the girls and women had to leave the course to work in the field. However, in general

the course was viewed positively, manuals were left with local teachers to offer other courses in the winter when it is impossible to work in the fields.

This programme in five locations benefited 864 women and girls in 1987. For 1988, the target group is 1400 in the five locations already visited. 2000 individuals have been visited in neighbouring villages in the expectative that peace and calm will return to the region. [3]

Rural Education Network in Sudan

The education and training of women in Sudan is influenced by the general economic and social problems confronting the development of the entire population: specifically, the isolation of the scattered population; inadequate transportation and communications; widespread unemployment; the cyclical droughts; regional and cultural differences.

With an average annual per capita income of 400 dollars, the vast majority of the population exists on the borderline of survival. This situation is most critical in the rural areas where approximately 80 per cent of the population reside. Of this number more than 80 per cent of the rural female population work in the agricultural sector and are illiterate with a three-fold responsibility of farming, household work and child rearing. The 1983/84 drought exacerbated the situation affecting 8 million people and displacing 1.7 million. During the famine villages were cut off from food supplies due to lack of transportation and their traditional storage system collapsed. The flood of 1988 further dislocated the population with an estimated 1 1/2 to 2 million displaced.

The School Garden and Nutrition Division is undertaking various training courses for teachers in its 30 centres throughout the country. The main centres are in the capital of each region with effective network of sub-centres in rural areas. Teachers are locally trained for six weeks in nutrition, health and small farming, and model gardens are grown in each centre based on indigenous food preferences in each area. Nutrition education also follows local patterns. Most of the participants are women.

Community involvement is encouraged in the school garden concept and many communities are developing cooperative small farms for food self-sufficiency. The division experiments with nutritious foods and recently introduced nationally, using the media, recipes for using high protein "groundnuts" (peanuts) grown abundantly for export. In addition the Research Centre in Khartoum Polytechnic has produced a high protein infant cereal, based on locally grown soghum and millet which is one seventh the cost of similar cereals available on the market.

The centres also sponsor women's income-generating activities: poultry, gardening, handicrafts, sheep and goats. The number of centres

is: 6 at the regional level, 15 at the provincial level, and a number of district and mobile rural sub-centres. In Kordofan, which was severely affected by the drought of 1984-85, there are 73 centres serviced by mobile units. With the existing network of centres throughout the country, large-scale rural programmes are possible with appropriate support and governmental co-ordination. [4]

Thailand Project Five-O

A project has been initiated by Five-O in Sri Mahapon, Thailand to provide training for women in agriculture, food processing, food preservation and handicrafts. As skills are acquired, trainees obtain small loans from a revolving fund to buy raw materials; the project then helps them to market their products and reinvest their profits. Headquarters for the project is a child care centre previously established by the Thai Association of University Women; under Five-O this Centre has also become the venue for vocational training and for informal education in child health, consumer education, time and resource management and civic responsibility and ethics. With help from Unesco, a library is being built up to serve both children and adults.

The Sri Mahapon District is primarily a rice-growing area. There is enough land at the Centre for model agricultural projects, for demonstration for new agricultural techniques and alternative crops and for commercial production to provide financial support for the centre and the project as a whole. A nearby Agricultural College, which works with uneducated students of any age, gives valuable assistance. The farming is done by five families which, lacking any other means of support, were brought in and housed by the Project.

The participating organizations have each adopted a particular aspect of the project as their especial responsibility; members give freely of their time and their resources to ensure that these responsibilities are fulfilled. [5]

Togo Women and Girls Stress Productive Skills

The first national literacy programme financed by UNDP, achieved significant success among men. Yet, out of the total population of 2,562,900 in 1980, 1,327,580 were women. Another programme was launched with three main goals: to help women improve the sanitary and nutritional conditions of their family, to raise productivity and economic income and finally to assure the social and cultural promotion of women.

The programme received financial support from NORAD and Unesco and the National Union of Togo Women (UNFT) took part in its promotion and in the mobilization of women. The General Directory of Social Affairs also participated and organized, with the UNFT, a training seminar for literacy organisers. During this seminar, the programme's content was established which was to include subjects related to economy, politics, sanitary and civic education.

By April 1984, 281 centres were created with an enrolment of 5,468 women 288 leaders. The gradual quantitative evolution of the programme made possible the sensibilization of the population concerned. It was observed that women who followed literacy courses had a more positive approach to development.

The courses encouraged women to organize themselves into financially independent production units and to undertake profit-making activities. The women went more readily to maternity cliniques and to medical centres to have their children attended. They learned the importance of hygiene and birth control. Body and house hygiene became a habit and the notions of reading, writing and calculating made their commercial activities easier, and they were able to do book keeping more efficiently.

Notwithstanding these positive aspects, it was observed that women still had very little time to dedicate to their education. A new strategy was therefore elaborated, which linked literacy activities with profit-making economic activities such as agriculture, breeding, soap production, weaving and commerce. A single teaching material for functional literacy was designed for the whole country on the theme of market gardening. In the Savannah literacy courses, weaving and pork breeding are main subjects; in the Kare and Central Regions it is soap production and poultry and rabbit breeding. In the plains and on the coast, functional literacy is related to subjects such as fishing, small farming and soap production.

The three-year plan 1984-1986 foresaw that functional literacy would continue in integrated rural development projects in order to accelerate food self sufficiency and the organization of the rural community in small productive units dealing with their own development. Plans also were underway to develop libraries and reader's circles, to publish booklets and to carry out cultural activities offering permanent education to neo-literates. The literacy and post literacy programme in Togo has resulted in 11,920 women and girls enrolled in courses; 521 equiped centres throughout the territory; 1,000 literacy instructors, 600 rural animators, formation of writers and distribution of 54,000 copies of educational material. Nevertheless, a large percentage of the female population are still illiterate. [6]

The Yemen Arab Republic and IFAD

The Yemen Arab Republic has undertaken a Rural Development Project of the Southern Uplands for women, sponsored by the International Fund for Agricultural Development (IFAD). The rural programme started as a home economics section in 1978 in the governorates in Taiz and Ibb. The main activities were literacy, health education, mother and child care, nutrition, sewing, handicrafts and embroidery.

The programme was designed in response to the expressed needs of the women themselves. 61% of the rural women requested better facilities to fight illiteracy. Approximately 50% requested information on health, child care, nutrition, first aid, etc. The rural women's priorities for training were:

- literacy
- home economics for rural areas
- agricultural assistance.

The second phase in 1981 added agricultural activities to previous programmes such as home gardening, field demonstration, provision of seeds and seedlings, animal husbandry, plant protection and poultry. The objective of extension services in villages is to improve the women's status, to enhance their income and to improve the quality of life.

To carry out the programmes, the section has 18 extension agents, 13 of which are in 13 centres in different villages in the project areas. The extension agents receive 2-3 training courses yearly in different subjects on the rural women's development. This is supported by audio-visual aids, i.e. films, slides, video cassettes, posters, and pamphlets. Also, literacy books are distributed for instruction. [7]

Chapter III

OTHER INNOVATIVE PROGRAMMES

School Boards in Canada Undertake Action

Several of the school boards in the provinces of Canada have delegated a staff member to oversee an "Affirmative Action" programme at the school board or to develop programmes to benefit women. Some of this activity is integrated into the reponsibilities of the individual continuing education courses. According to a report by the Canadian Education Association, about 20 per cent of adult basic education programmes in Canada are provided by school boards.

The board activities include: training for career planning; computer literacy; public relations skills; communications and leadership techniques. Other courses include professional development activities for academic staff in sex equity, race and ethnic equity, girls and anxiety over math and science, girls and technology, sex role stereotyping in the curriculum, dual career management, women working for and with women.

There are also: courses for independent work at home for mentally handicapped, courses for teenage and older mothers (responsibilities of parenthood, health, nutrition with on-site child care facilities), pre-natal and post-natal courses for teenagers to permit continuity of education, parent and pre-school education.

A number of school boards offer programmes to enable women to make the transition from home to the workplace. Others have training for day-care workers that provide day-care for children in a home setting. The themes for the latter are: nutrition, nursery rhymes, drama, listening, hygiene and first aid, marionettes/puppets, psychology and child development. The three hour course cost only two Canadian dollars. Courses in non-traditional career choices such as work usually reserved for men requiring technical or scientific skills are also available in several school board programmes such as: auto-mechanics and household repair, investment courses, basic economics, securities, mutual funds, stock, income tax, insurance, real estate, financial planning and estate planning. [1]

Mexican Earthquake Stimulates Women's Mobilization

In Mexico women's organizations were mobilized in rehabilitation activities in response to the massive earthquake of 1985. A seminar was held by the Colegio of Mexico and UNICEF attended by representatives from women's organizations, cooperatives, tenants' unions and popular organizations in 1987 to evaluate the various activities undertaken. The report of the seminar highlighted the socio-economic problems of the capital city and the types of activities undertaken by the women's organizations.

The rapid expansion of the peripheral areas of Mexico City resulted in overcrowding, inadequate housing, and lack of basic health facilities, sanitation and over-population in the centres of the city due to rural-urban migration. 5.000 buildings were damaged in central Mexico City reducing health and education facilities, thousands of office buildings were damaged disrupting access to livelihood, creating a major deterioration in housing for the people in the neighbourhoods and increasing unemployment as well.

Because of their historical experience women felt particularly attached to the home and neighbourhood therefore they initiated the mobilization and management of volunteers in their neighbourhood. In normal times organized groups in the neighbourhoods were dominated by men, however in the emergency women rose to the challenge of rehabilitation. Activities included:

- Emergency health care, hospitalization
- Enlisting youth to assist in activities
- Collection of food, medicine, clothing, finances
- Collection and distribution of food for the displaced people
- Establishment of dispensaries and dormitories.
- Rationing of food
- Income generating activities were also introduced
- Engineers and architects had plans for rebuilding and the women assisted in various ways
- In some areas the women worked 12 hours daily as regular labourers
- Loans for rebuilding were arranged.

The mobilization of Mexican women's organizations following the earthquake was a forward step in their own relationship to national development and is an example for other regions confronted with natural disasters requiring immediate action. [2]

The International Council of Women Aid the Handicapped

"I cannot think of $2.000 better spent", remarked a visitor to one of Zimcare Trust's projects for the care and education of handicapped children in Marondera in rural Zimbabwe. The $2.000 was ICW's contribution to the project, and it was used to prepare learning materials for the students. The materials were being utilised to teach older children how to read and small children to use their hands and bodies in a more coordinated manner through an art activity.

Zimcare is an example of an organization that keeps both national and local interests in mind. Under the guidance of the President of the National Council of Women of Zimbabwe, Zimcare is fully abreast of government studies on the handicapped and national priorities in this area. Zimcare works at the local level, with 14 centres attended by some 800 youngsters. But it was aware that these centres, no matter how efficient, could not hope to meet all the needs of an estimated 27.000 handicapped of whom around 8.000 are children, according to a 1982 National Disability Survey.

Zimcare instituted the out-reach programme to give education at home to mentally handicapped persons in rural areas- a project that also aimed at the acceptance and integration of the handicapped in the community. The ICW funds were used to print the home-based learning kits in three languages (Shona, Ndebele and English). [3]

Access to Education for Maori Minority in New Zealand

New Zealand has a unique curriculum which takes into consideration the realities of the Maori minority and the women's perspective. The classes five to seven in history include these two subjects in the history resource "special studies" programme. Excerpts from the teachers' guidelines provide an insight for other such educational endeavours in countries with large ethnic minorities and/or those wishing to include women's studies in the curricula. In addition to the special curricula, Maori women are appointed to relevant teaching positions, management courses for Maori teachers are undertaken and special working committees and conferences deal with the subject. The data include:

The Maori dimension: The Special Studies programme provides teachers and students with opportunities to explore Maori heritage and culture. The experience will be new for some teachers and the processes of cultural interchange challenging.

- History for Maori is an integral part of their tribal culture. History is the property and possession of the tribe. Some tribal history is private, reserved for tribal members only and some for selected people within the tribe.

- Oral teaching is more important than teaching via the written word.

- There are different time perceptions between Maori and Pakeha. Pakeha society generally sees time as linear and chronological. For the Maori, time is cyclical and a unity, the past is contemporary with the present, and it is living history in which the ancestors are present.

- Every Maori story, myth and legend told by a Maoru is valid in the context of their presentation. Stories about the same ancestor or by another narrator may have a different spin to it, but they are nevertheless valid. There is no absolute right or wrong version of events.

The women's perspective: The guidelines continues: "Including the odd noteworthy woman here and there in your 5-7 history programme is not sufficient to fulfil the requirement to introduce the women's perspective. Such women are exceptional, their experiences markedly different from those of the majority of women. If history teachers are to meet the challenge of giving students the opportunity to move beyond the narrow confines of "approved history" they must place the experience of the majority of women, both Maori and pakeha, centre stage in at least part of history programmes. Nor is the women's perspective a "girls only" option. It is just as vital for boys to study the experiences of the majority of women as it is for girls to study conventional history, which excludes the experiences of women."

Suggested topics:

1. Family Studies

2. An oral history of local area study which examines an issue such as:
   - Do men and women experience the events of history in the same way?
   - How did the upbringing of children differ among different class and racial groups?
   - Did gender behaviour patterns cut across class or racial/cultural lines?
   - How did the Maori family remain intact despite the loss of land, urbanisation, the weakening of tribal authority?
   - How has the legal status of women changed over time?
   - What contributions do women and minorities make during times of war or depression?
   - What social issues emerged as a result of the entry of women into the paid work force?

Women in history: A special reference book was prepared for the course by a teaching fellow at the University of Canterbury, in 1987

entitled "Women in History". The contents include the justification of a book on women's' history in part one, "Why Women's' History": it notes traditional history, portrayal of women, why women's activities and experiences have not been recorded, historical perspectives, political, military, and economic perspectives, social perspective and a women's perspective. The development of women's history, part two, covers "Teaching about Women in History": planning the school programme, questions to bring women, forward, pitfalls to avoid, and suggested approaches to women's history.

Reference data includes women in resistance movements, economic life, the peace movements, civil rights and women in conflict situations. [4]

Study Circles and Folk High Schools in Nordic Countries

"Study Circles" have grown up within the four Nordic countries in the late 19th century in response to the needs of the ordinary worker. The study circles were based on two principal ideas:

Education was support for the trade unions and the political movement, a means of class struggle and social transformation, and secondly studies were aimed at improving educational standards with a view to the long-term transformation of society.

Both these approaches are firmly rooted in popular movements. Study circles were arranged in the following pattern:

1. People studied in small groups, often in their homes.

2. They had little to draw on in the way of study materials.

3. They had no teachers and they did not feel the need for any. The leader of the group was primarily an organizer and administrator with no special theoretical qualifications.

4. To supplement their own studies, people would attend lectures or meetings.

5. The people who studied in this way had no academic background, but they had acquired an abundance of practical experience.

6. People learned to discuss, to argue, to show consideration for others, to accept defeat and to share responsibility.

7. They experienced a sense of solidarity and community.

8. The knowledge they acquired bore a direct relation to the practicalities of their everyday lives.

9. They began studying at their own level, and their studies were directed by their own need.

Folk High Schools were started in places where the majority of the population was dependent on farming. The main force behind the new schools were movements among progressive individuals in the farming population. New laws gave political power to the farmers which in turn called for more knowledge and skills. Today, many of these schools are run by country councils.

Later, the popular movements, such as the labour movement, the churches, the temperance movement, sports associations, etc., started their own schools. The schools were gradually supported by states and local authorities.

Although the study circle and the folk high school have the same historical and pedagogical background, there are differencies. Study circles are organized in living areas and work places mostly during evening hours. Folk high schools are in most cases residential. They have short courses from two days to two weeks or so and long term courses from 15 to 30 weeks.

The Folk Day High Schools which are primarily for unemployed women, and a number of other schools, have opened their doors to other groups, such as immigrants, unemployed men, retired people. The Folk Day High Schools are established in the local communities and hold courses during the day. The instruction is based on cultural and special aspects of life as well as on creative and practical interests and needs, all linked to the everyday life of the participants. High priority is given to both personal development and general education in a friendly and stimulating environment.

These schools have been very successful, since unemployed women, and the other groups mentioned above, tend to feel insecure in the traditional educational system where courses require certain qualifications. [5]

Sri Lanka gives for Women in Prisons and Detention Homes a Break

In Sri Lanka dealing with women prisoners and detainees. The Department of Non-formal Education to raise the following questions: What is the purpose of providing education to girls and women in detention homes, if the education provided does not bring any positive change in their behaviour? Is there a need to re-examine the goal of education for this direly disadvantaged group of women and girls? Is there a need to re-focus the curriculum, materials and methods used for this group, in order to meet their special needs, conditions, and aspirations?

After close scrutiny of these questions the Department of Non-formal Education decided that education for women and girls in detention homes is a matter of priority and determined the urgent need to overhaul the curriculum for this target group. It was also considered necessary to survey the background, conditions, aspirations and needs of these girls and women. The information revealed by the survey will provide a sound basis for the adjustments of the curriculum.

On 23 December, a Unesco representative visited a training course in the women's ward of the Colombo prison. There, the women were serving jail sentences for crimes that varied from petty to serious crimes, such as theft and homicide. The women prisoners are included in the target group whose needs will be surveyed along with women in the detention homes. Currently, educational programmes for female prisoners in the Colombo prison comprise vocational and literacy training. While the vocational training (including sewing and abaca rope making) is for everyone, the literacy class is voluntary. Some 30 women have joined the class.

Since October 1987, the Sri Lankan Department of Non-formal Education, in cooperation with Unesco launched a major project to overhaul the educational provision for women in distress. Following several co-ordinating meetings, it was decided two levels of surveys should be conducted:

1. Investigating into the work of other organizations in the area of prisoners' education.

2. Investigating into the needs of the women prisoners and those in detention homes. This will also include examining the life of ex-prisoners and ex-detainees, in order to determine how existing programmes have helped these women re-enter society. (6)

Greek Women Follow Olympic Tradition of Sports

The International Association of Physical Education and Sport for Girls and Women, IAPESGW, is a nongovernmental association with the aims:

1. To bring together women of many countries working in the field of physical education and sport.

2. To promote research in the field of physical education and sport for girls and women.
3. To afford opportunities for the discussion of mutual problems.

The congresses of IAPESGW give impetus for special research work by female specialists in their respective countries. Such research-works are for example: dance methods, physical education curricula for girls, physical education for the disabled.

A recent IAPESGW Report included the following programme from "Kalos Kagathos" based on the aim of the Athenian education in the classic period, that is, the upbringing of virtuous, brave and healthy citizens. The author of the report states: "All the beautiful ideas about "a healthy mind in a healthy body" concerned men only up to a very recent date. Although girls were trained in ancient Sparta and Crete together with the boys, they never took part in the Olympics games not even as spectators.

Having this as a starting point and believing that athletics can play an important role and at the same time contribute to the efforts of women's rights movements for social participation and recognition, the programme "woman and athletics" was put forward. It's one of the "Sport for All" programmes and it started in the Spring of 1984. It is organized by the Ministry of Youth and Athletics in cooperation with local authorities. Four teachers of Physical Education were invited by the Ministry to organize and attend closely the realization of this programme.

The first act was to launch a campaign to arouse the interest for athletics in women, by making them aware of the value of sport and physical exercise. We were all afraid that we would have little or no participation especially in villages and small towns where women still play their traditional role of the good wife and mother in the house. To encourage such women to leave their house and participate without restraint was a challenge.

The big surprise came just as registration started. Fifty thousand women entered and the problem was to find adequate sport places with facilities for indoor and outdoor activities and also the employment of qualified coaches. Quick seminars were organized for the teachers of Physical Education and all the places were employed and adjusted according to our needs. School grounds, gymnastic halls, halls of cultural events and meetings in the city council buildings were used and more halls were rented to cover the great participation of the women. In Peristeri, one area inhabited by working population on the outskirts of Athens, two thousand women attended the programme, using even the yards of the houses, if there was no other place available, to do their training. This year eighty five thousand women took part in the programme. There was a great participation also in the nation-wide group events that we organized every second Sunday in the month. In Athens only, six thousand women took part in the first mountaineering expedition, three thousand in the 20 km. cycling tour." [7]

Roadshow Features in the United Kingdom

In 1985, the Women's National Commission of the United Kingdom launched a programme of Women's Training Roadshows which were two or three day events held with the intention of showing to women and girls that they could succeed in many more areas of employment if they sought the appropriate qualifications and training. The Roadshows were designed to have an impact on attitudes and myths which prevent girls and women from taking advantage of today's opportunities, as well as to provide information about non-traditional training and jobs.

Women were invited to come through the women's organizations, the women's networks, newspaper advertisements and local radio and TV programmes. Special workshops for women were arranged both during the day, when a creche was provided, and in the evening. Posters were placed in libraries, clinics and launderettes and wherever women were known to visit, to invite them to the Roadshow.

Although local circumstances have determined some variation, the following main elements of the Roadshow have each been present, in order to have maximum impact on attitudes:

Videos - to encourage girls and women to think about their place in society and employment,

Plays and films - with a similar purpose,

Workshops - discussions in small groups with trained leaders to consider life and career planning, or for older women, confidence building and problems relating to returning to work,

Exhibitions
- provided by national and local employers to show how they already train and employ women in non-traditional roles,
- stands provided by colleges, polytechnics and universities to demonstrate courses in non-traditional areas, qualifications needed and why they should be of interest to girls and women,
- career service, adult education and other services which offer education and training provided stands,
- computer, electronics, engineering firms provided 'hands on' experience,
- women working in manual trades - a specially designed 'House' has been erected by craftswomen at some Roadshows,

Role models - many women engaged in non-traditional work from the area invited to talk to small groups of girls and women about their work,

Reinforcement booklet- a book "Do girls give themselves a fair chance?" was sent to the schools to use in preparation for the visit or to follow up the visit,

Pre-Roadshow event - a Roadshow seminar and reception to which employers, educationalists were invited to discuss the problems of widening women's and girl's career horizons with special reference to local conditions,

- an eminent person from industry, local government, education or field of equal opportunities invited to be the chief speaker.

Over 20.000 schoolgirls visited the Roadshows in total, and, although the final impact cannot yet be measured, the immediate results were very positive. The girls found the events exciting and most were amazed at the wide range of training now available.

Many teachers commented that the events were just what was needed for girls: the chance to have `hands on experience' of computers without boys being there, the opportunity to meet women who already do non-traditional jobs, and the stimulating atmosphere were all regarded as very important in supporting teachers' efforts to combat sex-stereotyping in career choices. A research team from the Sociology Department of University College, Cardiff, is studying the impact of the Cardiff Roadshow and their report should be published in 1988.

Bridge - a Connecting Link

In the United Kingdom, a number of the counties have short-term training courses for women in technical and vocational skills that will provide them with an opportunity to enter the job market. Several are geared to the Asian and black minorities who are facing social and economic problems in the country.

The Bridge Project was set up by a number of women in small counties. Its aim is to redress the imbalance in employment prospects for women by providing skills training along with confidence building. An analysis of employment patterns showed that women concentrated in low grade, low paid jobs in such industries as furniture making and microprocessing. It was decided, therefore, to provide `taster' courses in microtechnology, electrical engineering and woodwork for women, as a means of providing access to vocational courses in higher education institutions.

The project is managed and directed by local women. It uses outreach methods of recruitment to reach women in high priority areas. The courses are aimed particularly at working class unemployed women, for whom there are many barriers to participation in traditional local colleges and who may have never received formal training or education.

The aims of the Bridge Project thus include developing links with local education institutions and employers, in order to influence their policies and practice in favour of women and to remove some of the barriers to participation experienced by working class women in particular. Bridge courses are designed in conjunction with the participants and are not solely aimed at increasing women's employment prospects, but rather look at women's lives and opportunities as a whole. It aims to set up a supportive environment for women, both during courses and afterwards. The programme includes:

- shared decision making, both about the curriculum, times, and location of courses with the course participants, plus shared management of the project as a whole. The management committee is made up of local women, some of whom have undertaken courses at Bridge.

- being accountable to the community. Much of the work involves passing on information and developing participatory methodology in order to enable local women to make meaningful decisions about their education and about the project as a whole.

- awareness that the structure of society causes certain groups of people to have less access to opportunity than other --women, black and Asian people, disabled and working class.

- developing strategies which attempt to counter this disadvantage:

    1. Women-only project, giving a `safe' environment in which women can support each other and learn to be more assertive and more in control of their lives, which includes providing good childcare.

    2. Using outreach methods of recruitment, with face to face contact rather than written publicity. The management committee `targets' recruitment places.

    3. Adapting an anti-racist policy and attempting to put this into practice by recruiting black and Asian women, challenging racism within the project, undergoing anti-racist education ourselves as workers and management committee.

    4. Adapting teaching and learning materials so that they are relevant and accessible to working class women, most materials are produced by middle class women.

5. Setting up support groups to provide ongoing support for women who go from Bridge into a more hostile environment-work, college or some family situations.

Finally, Bridge has a commitment to encouraging statuatory education provisions, locally and nationally, to adopt the progressive and , for them, innovatory theory and practice herein outlined. [8]

Chapter IV

TECHNICAL AND VOCATIONAL EDUCATION FOR WOMEN SCIENCE AND TECHNOLOGY

Science and Post Literacy in China

Hunan Province is located on the South bank of Changjiang River in the Peoples Republic of China, and has a population of 48 million, half of whom are women. According to the 1982 census, 1.700.000 women aged 14 to 40 were illiterate, most of them living in the rural areas. In 1985, the Women's Association of Hunan Province with other associations and the Education Committee of the Province, launched a movement called "Learning to Read and Write - Studying Science and Technology" addressed mainly to women.

Since then, 40 thousand literacy classes have been opened with a participation of about 1.050.000 women of whom 676.000 obtained a literacy certificate, thus reducing the illiteracy rate from 18% to 11.5%. In order to consolidate these achievements, technical subjects have been taught in more than 80.000 courses and about 3.100.000 women have attended of whom 2.800 have mastered new techniques for improving production.

In the movement, the Education Department has had the responsibility of the literacy classes, the Science Popularization Department has been in charge of teaching new techniques in production while the Women's Organization has been responsible for mobilizing women's participation in the courses offered by the movement.

Mobilization was achieved in various ways: through sample literacy classes conducted by 9.000 cadres who ran 3.800 classes; slides and newspapers were widely utilized for publicity; a film The Outstanding Examples from the Women's Learning and Studying Movement was produced and shown on T.V. In Xupu country, and some 700 women visited 13.000 farmers to urge some 16.000 women to participated in the movement. Meetings with husbands and mothers-in-law of illiterate women were also organized.

In order to prepare the 2 textbooks with functional contents the Women's Association compiled a series of information in different fields: techniques in production, business management, current affairs, laws and morality, child-rearing, family education etc. At present, some 1.360.000 volumes of these textbooks are in circulation.

Literacy instruction is given either by primary or kindergarten teachers, by retired teachers or technicians, by high school graduates or skilled craftsmen. There are some 110.000 teachers of adults in this Province. Primary and high-school students have also been asked to help their mothers to learn. The teachers are paid partly in kind and partly in cash. They are also given rewards. The classes are held in full-time schools, in the home, in state owned houses or any available premises.

Since 1984, other facilities have developed to allow women to become educated such as the creation of some 4.000 nurseries and kindergartens. There has also been an increase in sewing shops and dining rooms. The movement has been financed by the Government at various levels and the rest by the learners themselves. The movement has cost some 3 million Yunan. In improverished areas, 250 thousand textbooks have been provided free of charge or at preferential rates.

Thanks to the Women's Learning and Studying Movement, women can now recognize more than 1.500 everyday words, can read popular newspapers, can understand some general technical ideas and can improve their economic situation. Education for farmers has been strengthened and developed through the setting-up of 4.300 technical schools for farmers education. Out of the 890 thousand people attending more than half are women. The movement has not stopped at simple literacy, but continues to encourage women to carry on further studies at advanced levels in order to achieve the goal of educating all women from 16 to 25. [1]

Ghana's Science Clinic for Girls

Organized by the Ghana Education Services (GES) with the support of Unesco, from August 22 to September 5, 1987, the "Science, Technology and Mathematics (STM) Clinic for Girls" is one of a number of measures being taken to solve the problem of the low number of women in the science-based professions. The clinic for 110 girls was a follow-up to a 1984 Commonwealth Secretariat conference in Barbados, West Indies, and another in Accra in January, 1987 on the problem. The Barbados conference for Commonwealth officials for women's affairs had expressed concern about the under-representation of girls in Science, Technology and Mathematics Education (STME). It was to find solutions that the Commonwealth Secretariat organized the Africa regional workshop in Accra in January 1987, under the theme: "Gender Stereotyping in Science, Technology and Mathematics Education". The workshop ended with a report and an Action Plan among whose recommendations were:

- that curricula should as far as possible be gender-free, and that examination and assessment should be properly matched to the curriculum, and school syllabi should ensure that notions and concepts which are taught and examined do not use symbols discriminatory to girls,

- that teacher education should be such that remedial programmes in STME are seen to be organized for female students, to ensure that more of them enter teacher training colleges, and recruitment should ensure that a balance is maintained between the sexes,

- that as the problem is so deep-rooted, girls should get guidance and counselling in school to change some of the deep-seated beliefs of society,

- that teachers should also be counselled so that some of the discriminatory practices and attitudes that some of them are guilty of such as the belief that math is not for girls are eliminated,

- that parents also need to be counselled to give equal opportunities to their daughters as their sons.

It was also recommended that special awards should be instituted for the best girl in STME, as well as the best boy, and that girls who gain admission to STME courses in the polytechnics, universities and other higher institutions, receive automatic scholarships. Another recommendation of the workshop was that it is important to expose schoolgirls to women who have distinguished themselves in the science-based professions, since such role-models would inspire them.

In line with the suggestions of the workshop, the GES decided to organise the clinic for girls selected from secondary schools all over the country. Heads of schools were asked to nominate the best girls in science in forms 4 to 6, and of the 150 invited, 110 were able to attend. The needy ones were reimbursed for their travel expenses.

The GES had four objectives for the seminar. It wanted the girls who had already shown some aptitude in STM to have the opportunity to meet and interact with established Ghanaian and foreign professional women in the sciences, it wanted to give them the opportunity to visit research institutions, faculties of science, agriculture and medicine, as well as science-based industries and government departments. The third objective was to give the girls access to micro-computers, and a wide variety of science films, some of which focus attention on women in STME. Finally, the clinic was to enable them listen to practitioners in the field of STME, both men and women.

A number of industries and financial institutions made contributions towards the clinic. Some of the participants said that the clinic had made a deep impression on them, and had strengthened their determination to become scientists. They all said the clinic had educated them on the vast area of opportunities open to them as science students. [2]

Guidelines for Teaching Science to Girls from New Zealand

A current New Zealand survey into the use of `physics applications' in lessons reveals the following: for many girls, the way into learning science is by investigating the social issues and implications of science.

* Science is often perceived as a subject for boys, not girls, by the students themselves, science teachers, counsellors and parents.

* Science textbooks and films are more likely to show men as scientists and the active people in science lessons as boys. Nationally, there are more male than female teachers of science and physics.

* Girls bring different experiences to science lessons than boys. Typically, girls interests centre around pets, plants and friends. Boys interests i.e., weaponry, space, machinery are the ones used most often in science lessons and textbooks to exemplify a scientific idea. Girls may feel that science is unrelated to their world if only boys experiences are given attention.

* Girls tend to think that science, especially physics, is irrevelant to them. This requires challenging the scientific and technological society we live in. It may be a reflection of the way science is portrayed in science lessons detached from students, especially girls, own lives.

* Boys tend to perform better, in relation to girls, on multichoice and objective tests than they do on other forms of assessment (i.e., essays). In multichoice, 'distractors' that contain an element of truth distract girls more than boys.

* Boys typically dominate classroom activities. They get a greater proportion of teacher time and attention and time with equipment.

Some general strategies for teaching science

* Eliminate sexist comments, i.e., "You girls will find physics too difficult"
* Show an interest in girls' perspectives on science, i.e., concern for living things.
* Make science classrooms less 'masculine' i.e., posters on 'Women in Science', using non-sexist textbooks, plants, vocational posters.

<u>Experiences</u>

* Allocate the equipment so boys don't monopolize it,
* In groups, ensure that girls don't take a back seat as observers, or `washing up' hands
* Try both mixed and single-sex groups to see which promotes the

participation of the girls in your class in practical work the most

* Help girls to be confident in handling equipment, by letting girls set up the equipment with verbal guidance, rather than the setting up being done by the teacher

Testing

* Use a variety of assessment methods -multichoice, essays, paragraphs, seminar presentations, etc.

Resources

* Avoid using sex-stereotyped resources. If this isn't possible identify and discuss the stereotyping with the class. When reading material with a class, interchange the gender/roles of the people mentioned.

Teaching Approaches

* Use a wider range of teaching strategies to include the use of drama, poetry, fictitious essays, cartoons, creative writing, role playing, video making, visiting women
* Discuss with the girls in your class which teaching methods they prefer i.e., teacher or student centred, group or individual work, competitive or cooperative.
* Use a social issue i.e., road safety, nuclear disasters as an introduction and the context for learning the science
* Make science people centered, rather than device centred
* Focus on the aesthetic aspects of science i.e., sunsets, crystal formations, kaleidoscopes
* Use examples from the everyday experiences of the girls' in your class
* Give girls more opportunities to ask questions, give answers, share ideas and concerns. [3]

Unrwa/Unesco Vocational Training for Palestinian Women Sets Model

Unrwa/Unesco has established numerous vocational and technical training centres for Palestinian men and women in the West Bank, Gaza, Jordan, Syria and Lebanon. The centres started in 1961 with 5 centres and by 1987 a total of 10 centres have been in operation for several decades. Two centres were established primarily for women, one in Ramallah, and the other in Amman with enrollment increasing from 135 to 300 from 1963 to 1987 for the Ramallah Women's Training Centre and from 62 to 403 from 1972 to 1987 at the Amman Training Centre. The women's courses include home and institutional management, dressmaking, clothing production and

hairdressing, business and office practice, secretarial, medical secretary, assistant pharmacist.

However, women also enroll in courses in the men's vocational and technical centres such as: quantity surveyor, architectural draughtsman, radio and television mechanics, construction technician and electronics. Similarly, some men enroll in courses at the women's' centres. The classes are mixed in the teacher-training centres. By 1987, a total of 3.283 women graduated from the Ramallah VTC and 1.316 women from the Amman Centre out of a total of 35.999.

The vocational and technical training centres are a cooperative Unesco-Unrwa undertaking, as is the case for the entire educational system for the Palestinians living in refugee camps, with Unesco providing the educational and technical expertise. The teachers are generally Palestinians who have often been trained in the teacher-training centres.

The Unrwa/Unesco vocational and technical training institutes were a pioneering effort, that have served as models for the entire Arab region and also for other countries throughout the world.

In addition the educational cycle for the refugees (primary-preparatory cycle) practices non-discrimination in the content of textbooks, teaching manuals and teaching methodology. Although girls and boys generally attend separate schools, enrollment of girls is generally equal to that of boys.

In Lebanon the Siblin Vocational Training Center was unable to operate during certain periods due to the continuing instability in the country therefore some of the Unesco/Unrwa instructors in response to this challenge condensed their long-term courses into crash programmes and re-established them in different locations - taking training to the student. Courses in office skills and drafting for girls as well as technical courses for boys were thus provided for the displaced population and helped the recipients to be self-reliant in the devastated country. Although Siblin re-opened, the short-term courses continued to operate and expand in enrollment, under the supervision of local organizations. [4]

Sweden's Initiatives in Technical Education

Children ask about natural science and technology: In cooperation with pre-school teacher education, the Royal Institute of Technology in Stockholm has produced a workbook entitled "Children ask about natural science and technology - tips to those of you working with children". The booklet contains simple technical, practical and nature-orientated experiments suitable for children in pre-school and at junior school.

The booklet was presented at various conferences during 1984 and in 1985 it met with great appreciation among staff at both child-care centres and schools. However, in spite of the positive reception and in spite of several pre-schools and schools having purchased the material, considerable inertia was experienced in getting any practical activity under way. Pre-school and junior school teachers, the majority of them women, (95% and 99% respectively) have no or only slight scientific or technical background and they need support if they are to venture to teach about technology or perform practical experiments.

In 1985, therefore the Institute of Technology made a concentrated effort to further educate personnel from pre-schools, schools and recreation centres throughout one district in Stockholm.

The aim of this education was:

- to show that technology is fun
- to remove the fear of technology experienced by many teachers
- to increase understanding of technology and give practical knowledge
- to present technical history - discuss the pros and cons of technology
- to inform the teachers on labour market situations, ways to technical education, an area which will be of equal interest to both girls and boys in the future.

Study visit to Chalmers technical workshop: A technical workshop has been constructed in the industrial museum in Gothenburg, covering two themes which lie within traditional girls' fields of interest. Pupils are guided around the technical workshop (by girls studying technology) and they are allowed to carry out tests and make simple constructions themselves. The idea is to show the connection between man's needs and various technical solutions. An attempt to attract girls' interest has been made by starting with the need for warm clothes and insulated homes, for instance. Enquiries have shown that first of all girls want to know what use technology is. The question of how to do it comes later.

Courses for girls in the school holidays: Special courses for girls were arranged during the summer, sports and Easter holidays. During the sports holiday (one week in February) and Easter holiday computer courses were arranged for girls only. 400 girls were able to see what it was like working at desk computers. They were given instruction in simple programing by women technologists. The girls were aged 10-15 years. According to the evaluation, everyone was very positive about there being only girls in the course and that the teachers were also women.

A voluntary, more general course in technology was also arranged within this project for girls in Uddevalla during their summer holidays. For a period of eight days the girls could try their skill at workshops in engineering, welding, building, electrical engineering and woodwork. They also had special theme classes with mathematics, physics, biology/chemistry, computers and technology. They had an educational visit

to an industry. Assessment of the course was extremely positive and most of those who participated would consider continuing with technology or taking a technical line at upper secondary school.

Sweden also offers:

- Summer courses in technology for girls in elementary school.
- Technical training during the summer for upper secondary school girls.
- Assistance in job placement for girls with a technical education. [5]

Women and the Technological Development of Yugoslavia

The participation of women in scientific and technological transformation shows that Yugoslavia has proportionate participation of women in production and technological transformation. Women are exposed to many difficulties in connection with the introduction of new technologies (for example, night shifts, additional education which is hard for women because of their obligations at home and in the family). They do not loose their jobs, since the law guarantees them equal employment rights.

In Yugoslavia, out of the total population women represent more than half (50.6% -1981). In the active population women represent 50.6% and out of the total number of employed, 37.8% (1985).

The analysis of the proportion of women employed in the respective industrial branches shows that women were primarily employed in the technologically non intensive industries (i.e. textile), and less in the technologically intensive industrial branches (i.e. electronics). The greatest number of working women is in the work intensive branches of the classical type (textile industry, where the penetration of technical progress is much slower than in chemical industries, electronics, and so forth).

In education the participation of women is different on its various levels, that is on the primary, high-vocational, and higher education levels. The greatest number of women work in the primary and high vocational level, and the least number in the higher educational level, which is in accordance with the dominant trends in the world.

In scientific research in 1979 there were 11.300 and in 1985, about 13.000 women, or roughly 44% of the total number of employed workers. In culture, art, mass media there were about 36.000 women or 45.5% of the total number of workers. [6]

Chapter V

WOMEN AND HIGHER EDUCATION

Women's Courses in Central American Universities

The Confederation of Central American Universities is planning to introduce various courses on women as a pilot project for the national universities in Central America, either at the universities or by correspondence. The first three courses will be finished in the second semestre in 1988, the rest in 1989. The work plan involves:

First Course: **Courses on the Subordination of Women:** theory, family structure, domestic work, subordination in work, women in politics (courses to be held in Costa Rica).

Second Course: **Women and the Industrial Sector and Informal Sector:** Latin America and the new division of work by transnational urbanization in Latin America, the informal urban sector, migration and its effects on traditional models of economic and social participation, women's participation in urban social movements, women's work in the industrial sector and conditions of work, political strategies urban development, protection of women in development (El Salvador).

Third Course: **The Rural Women:** Agriculture in Central America: a global vision: Central America in the context of the division of work, land tenancy structures, strategies of production, etc. Participatioon of rural women in agricultural production: division of work by sex, productive activities, proletarization of women. Strategies and policies in rural development integration: integration of women in projects (in all components); agrarian reform: implications for the women. Organization of the rural women: past, present and future, methods of investigation on rural women in Latin America, qualitatively and quantitatively. Models of participation.

Fourth Course: **Women and Life:** The problem of women in society: family, work and general subordination of women's' problems, women's' movement and social/political participation. The urban crisis and women, access to basic services and consequences, politics of life and participation of women in training and education: integration of women in programmes and projects of self-development and popular life. Urban movement and life.

Fifth
Course: **Violence Against Women:** Physical, emotional, and psychological (abuse of women), public and private action against women. Sexual abuse, domestic and public violence, social, economic and cultural violence, etc. (Honduras).

An interdisciplinary technical team was formed to follow these courses to: focus on women's problems, alert the general consciousness, analyze, study and define feminist theories in Central America, create a channel of communication, between women disturbing exchanges and experiences and promote participatory methodologies of work among groups of women concerning economic, political, educational and academic and technical development. The pilot courses in Latin American universities may serve as examples for the region. [1]

The International Federation of University Women (IFUW)

At the IFUW Triennial Conference in 1986, on the theme "Beyond the Decade for Women Planning Towards 2000", the findings of the discussion groups included the following:

The number of employed women in higher institutions of learning does not reflect the fact that student numbers are now more or less equally divided between the sexes. Women are only about 15-20% of those recruited and of those promoted to professorial ranks they are about 2-9%. Male domination in the recruitment structure, age disparity in favour of men, men's feeling that women are better suited to teaching and nurture rather than research, are contributory factors to discrimination against women. That women are partially to blame for this is a fact based on their lack of self-assertiveness. They should be trained from an early age to develop self-confidence and to value themselves as people. Training should expose girls to various fields of study other than female stereotyped jobs.

The 1986 Conference adopted the following resolution: to recommend to national federations and associations to invite their respective governments:

1. to establish in higher education, on a regular basis, by degree and by sex, statistics on staff, data on the composition of specific bodies in charge of recruitment and promotion, and statistics of those applying and where possible those who are eligible to apply for a position or promotion.

2. to establish, in the concerned organizations, an evaluation procedure of professional posts of men and women in higher education.

Legal Advocacy. The American Association of University Women has set up a Legal Advocacy Fund to give financial, legal and moral support for women who consider themselves deprived of professional advancement or tenure in university teaching because of their sex, and go to court to demand justice. The German Federation encouraged, and submitted comments on the recent Federal University Law aimed at eliminating the existing discrimination against female researchers and university teachers. It also organized study conferences on the Situation of University Women, Possibilities for Individuals to obtain Financial Support for Research Work, University Teachers and Family Work - Ways and Means to Combine Professional and Family Work.

In 1985, IFUW signed a contract with Unesco to draft an International survey on the Representation of Women in Higher Education, Research, Educational Planning, Administration and Management. Also on the basis of a contract with Unesco, the IFUW organized a Round Table on Higher Education and Women's Responsibilities Regarding their Careers, that was held on 2 March 1988 at Unesco Headquarters.

The Forward-looking Strategies were referred to in a number of IFUW communications to its national associations, as for example in a circular drafted by the IFUW Status of Women and Cultural Relations Committee, entitled "Advance with the Nairobi Strategies - Our Working Tool to the Year 2000!" [2]

The Allama Iqbal Open University in Pakistan (AIOU)

The Open University is offering courses to the male and female population without any discrimination, (female participation rate 32%), and it has also established a Department of Women's Education which provides specialized courses for women exclusively.

The Department's main objective is to provide education through distance learning to women, in particular, who could not get formal education or could not finish their education. The Department now offers a wide choice of courses at different levels, which cater specially to women's interests: home economics, community health, nutrition, dietetics, design technology and Women Studies at higher secondary and graduate levels. It has also initiated a project in October 1986 for providing education at matriculation-level for out-of-school rural women which is being extended to the whole of Pakistan is a phased manner. The project is financed by the Netherlands Government through a bilateral agreement with the Women's Division.

The short-term objective of the project is to raise the number of girls with `matric' education through development of appropriate distance learning courses by the Department of Women's Education of AIOU. The long-

term objective is to increase and diversify the opportunities of girls and women in national development.

The Secondary School Certificate Project introduces rural women to a 'matric' programme by a distance learning method and clearance of subjects throughout a period of four or five semesters. Students are required to complete eight full credit courses for the attainment of the matric certificate. Out of 8 credits 5° credits are compulsory courses, and 2° are electives. The maximum number of courses to be taken in one semester is either two full credit courses or one full and two half credit course. In Sind Regions the courses are being offered in Sindhi language, with audio-visual support in the form of vision books, audio-cassettes, radio and T.V.

Particular attention has been paid to elective courses which will enable students to enhance their functional/income-generating skills and their opportunities in the job market. The University has established study centres at girls' high schools or girls' middle schools. In allocating a study centre for a group of 25-30 students travelling distance is kept in mind. In the spring of 1988, 96 study centres were established in 15 districts.

In addition to matric level courses, the department of Women's Education is also offering courses like child care and sanitation for illiterate or semi-illiterate women. The Department of Literacy, Adult and Continuing Education is also embarking upon the task of an integrated functional education programme for the 10 + age-group of females. Since the AIOU system does not require the personal attendance in the formal classroom situation, it provides a practical answer to the restrictions imposed on female education by socio-cultural traditions in a conventional society. [3]

AHFAD College for Women in Sudan

The Ahfad University College for Women in Sudan has several courses offered which deal explicitly with women's issues:

Women studies: Family organization in the Muslim world, female sexuality, women's work, leadership and career, the effect of internal migration on the division of labour for women, population politics, birth control, women's rights, women and Islam, weaknesses and strengths of traditions, the women's movement in Sudan, Sudanese women in politics, women and law, girls' education in Sudan, women in Sudanese labour force and employment, Sudanese rural women's work, marriage patterns, sexual behaviour and fertility patterns, health and traditional medicine and bias and distortions in the social sciences.

The School of Family Sciences was the first department established. Training is undertaken in hospitals and maternal and child health centres under the supervision of the respective institutions. Of the 300 graduates, a large number are employed by the Ministry of Health as dieticians and health officers, nutrition teachers in secondary schools and in the School Garden and Nutrition Centre of the Ministry of Education.

The School of Organizational Management has summer training programmes in private government offices for students to give them practical experience in book-keeping, clerical work, administration, storekeeping, etc. By 1986, many of the 135 graduates were thus employed.

The School of Psychology and Preschool Education prepares women to establish and administer nurseries and kindergartens. Practical courses of rural extension, psychology and the making of the indigenous educational aids respond to basic economic needs of country. The school has more than 300 graduates who are working under the Department of Social Welfare as kindergarten supervisors, trainers of kindergarten teachers, social workers and in secondary schools or mental health hospitals.

In addition, a new **School for Integrated Rural Development** has been established to train women to work directly with women in villages in rural Sudan. The training includes extensive field work with the village women and recruitment is from rural areas with an obligation to return to the area to work following graduation. Qualified graduates from academic secondary schools are selected in cooperation with regional authorities and by interviewing the girls and family. The local authorities are requested to plan placement in work following graduation. The trainee's programme of study includes: agricultural extension, community development, management of cooperatives and cottage industries, etc.

The course work includes three years of supervised field work. The graduates have a tripartite function: training in the centres, agricultural extension in the field and household-based interaction. Intermediate technology and equipment are provided for distribution to women farmers where the students are undertaking field work, (hand water pumps, agricultural equipment, demonstration materials, food preservation and processing equipments). Minibuses are also provided.

Length of course - four years in the following fields to receive Bachelor/Science in Integrated Rural Development. The course includes: basic sciences, extension work, rural sociology, horticulture, agriculture, nutrition and foods, intermediate technology, psychology, child development and kindergarten training, public health education, population and family planning, English language and research methodology, home economics, techniques for income generation activities and community development and leadership techniques.

The objective of training rural women to return to develop their rural areas is a solution to the problem of the rural exodus faced by numerous nations in the world. [4]

Chapter VI

SUPPORT SERVICES

Comprehensive and effective programming is frequently dependent upon the availability of support services. Techniques which were once considered a luxury are now an integral aspect of successful programmes: access to credit, intermediate technology, cooperatives, marketing and utilization of communications media.

Access to Credit

An increasing number of Third World countries are facing exorbitant national debt. Simultaneously, many of these countries lack agricultural and industrial self-sufficiency on a national scale and funds for small investments for the middle and low income urban and rural population are unavailable. Credit schemes for women have been a successful catalyst for self-sufficiency and development and are increasing utilized throughout the Third World. An article by Jonathan Power in the International Herald Tribune describes the Grameen Bank of Bangladesh.

" Something quite wonderful is happening in Bangladesh. We are sitting in the north, not far from the Himalayan foothills. Rice paddies stretch into the distance in many tones of green. It is early, but villagers, stooping into the floodwaters, are working hard, weeding, sowing and fishing. Bangladesh is not the poorest country in Asia for want of hard work. Merely to survive the heat, flood and disease is a constant struggle.

Muhammet Huq, the deputy director of the Grameen Bank is probably the most adventurous and innovative banker in the Third World. He is a former senior research fellow at the University of Oxford who now earns $200 a month. He explains the bank's philosophy: If someone is alive, he must have a skill; if he has a skill, he should be given a loan; with a loan, he can make money. Mr. Huq and Muhammad Yunus, formerly of the University of Chittagong, have radically changed the lives of 300.000 people at the bottom of Bangladesh's lopsided income pile.

All over the Third World, governments and aid agencies offer loans and agricultural advice. But they almost invariably give to those with land, some education and know-how. The Grameen Bank shuns this approach.

Only the very poor, who often own little more than what they wear, qualify for its credit. The loans are small - $100 maximum - but enough to buy a cow, a lime maker, a rickshaw cart, potter's or blacksmith's tools, simple equipment to process betel nuts, spices or mustard, or for working bamboo, making brooms or weaving cloth. In twelve years, 98 percent of the loans have been repaid and some borrowers are on their seventh loan. The bank has become so popular that it gets 10.000 new borrowers a month.

Three-fourths of those now taking loans are women. Mr. Yunus and Mr. Huq found that not only were the women the poorest of the poor - they eat only after their children and husbands - they also were the most responsible. Bangladeshi women know how to save and instinctively eschew consumption in favor of investment. The secret of the bank's success is attention to detail. Each office is responsible for 50 to 60 villages, all within walking distance. Each branch manager is responsible for borrowers making weekly payments. No one is allowed to fall into serious arrears and repayments thus can be quickly recycled to new borrowers.

The bank works hard to implant an ethos of responsibility. Anyone who wants a loan must participate in a seven-day training programme to learn how the bank works. No one gets a loan until a village group is formed. At first only two people are eligible for a loan and they must be nominated by others in the group. Only after they are repaying their loans regularly are others in the group eligible for loans."

Grameen members are obliged to build latrines, boil drinking water, use contraceptives and refuse to participate in the traditional giving or taking of dowry, which over the centuries has ruined countless families. The bank has altered the power balance in the villages, as landowners and money lenders have seen their influence lessened. Grameen members are taught to be diplomatic and have been able to minimize resentment. Besides, this is social change without land reform, and so is less threatening to the "haves". If a member wants land, he must buy it the normal way.

Grameen's starting funds came partly from the government and partly from the International Fund for Agricultural Development. But day to day activities, including all current loans, are financed by the members. The Grameen Bank is a winner. But it has become so mainly by mobilizing its members. Only one-fourth of its aid is from the outside. Mr. Yunus contends that to say that banking cannot be done with the poor because they do not have collateral is like arguing that men cannot fly because they do not have wings. By believing in the poor, he has turned conventional thinking on its head. He gives people wings." [1]

Another article by Mr. Idriss Jazairy, President of the International Fund for Agricultural Development states:

"The Grameen Bank is just one of the success stories based on the innovative use of credit for the poor developed by experts from the

International Fund for Agricultural Development. Projects are helping hundreds of thousands of landless people and small farmers in Nepal, Malawi, Mali, Indonesia, Honduras and Dominica, all with repayment rates of more than 90 percent -compared with an average repayment rate of 70 percent for farm credit in United States.

In Honduras, credit for agricultural production has been granted to 111 groups benefitting a total of 1.500 women. In Nepal, more than 200 women's groups have been formed under the Small Farmer Development Project to receive credit for individual and group activities. Also in Nepal, a project called Production Credit for Rural Women will work through self-reliant groups, aided by women development assistants and rural development workers.

These programmes have been so successful in the Third World that they are being adapted to the needs of developed countries. In Chicago, for example, a lending project similar to that used in Bangladesh is in operation for low-income women. The projects have all demonstrated that credit, combined with guaranteed access to resources such as education, training and marketing channels, allows women to increase their status, lessen dependency on their husbands and improve their homes and the nutritional standards of their families. When one considers that many of the more developed Third World countries are defaulting or continually rescheduling the debt repayment, credit for the poor really is a good investment." [2]

Additional schemes:

- Women's Development Banks with mobile credit officers could be established at the national and local level to provide credit, productivity training, marketing and other supportive services to women's groups.

- Participatory credit institutions should be organized at local level to support and disseminate the services that may be developed by institutionss like Women's Development Banks promoted by the government.

- The Women's World Banking, an association of women bankers, which underwrites loans to women's groups through conventional banks, is another innovative institution.

Access to Appropriate Technology

In this age of technological and rapid change, the benefits of science and technology have not appropriately been transferred to the developing world. Women in particular are rarely the beneficiaries of simple or intermediate technology which could enhance their productivity, ease their labour and lighten their household chores. The International

Council on Adult Education included the issue of technology in the Assembly in Argentina in 1985 as noted by the following guidelines from their report:

* Make the programmes and new technologies accessible.
* Encourage dissemination of and critical reflection on, information about new technology.
* Direct support to learners in order to help them develop independent opinions on new technology and to consider its implications in relation to human needs.
* Develop teachers of the new technologies who are not dependent on technical experts.
* Provide feedback mechanisms and opportunities for shared responsibility and dialogue between educators and learners so that the technology used will facilitate the learning process and not hinder it.
* Promote critical and political awareness of technology and technology transfer. This should be related to the general aims of democratization, participation, anticipation and the preservation of distinct cultures in the face of the tendency of new technologies to reduce such differences and produce a uniform monoculture.

Some Beneficial Technologies for Women

The introduction of relatively simple or 'intermediate' technolgies can save rural women hours of backbreaking labour, reduce energy consumption and generally improve family health and well-being. The following devices are valuable:

* low-cost technologies for lifting water (hydraulic, hand, solar or wind pumps)
* safe storage, facilities for storing food and water (easily constructed silos, concrete jars, water filters)
* energy-efficient stoves
* aids to food preservation (pedal-operated or animal-powered, small and large-scale shellers, mills and graters)
* inexpensive carts and wheelbarrows
* household items: refrigerators, stoves, sanitary facilities
* tools and machines for income generating projects: sewing machines, hand looms, tools for TV, radio, automobile and household repair, etc.
* construction tools and kits for self-employment. [3]

Access to Cooperatives

The establishment of simple cooperatives on a producers and consumers level facilitate the production, marketing and distribution of

produce for the rural women and also are useful for urban populations with home-based or small enterprises. The structure and regulations of cooperatives should be uncomplicated and not costly in order that the semi-literate women can comprehend. Guidelines for establishing cooperatives are available from the International Labour Organization (ILO) in Geneva, Switzerland.

In developing countries, the cooperatives are frequently dominated by men at the decision making level as well as in membership. However, through cooperatives women have a better opportunity to acquire land and access to credits to improve their income.

Some principles to consider:

* Laws governing cooperatives should be simplified to enable women who are illiterate or have low levels of education to participate more effectively.
* Training in cooperative organization should be given to women both at institutions (i.e. cooperative colleges) and through mobile training teams.
* Community workers should organise women into informal groups to teach them the principles of cooperative functioning preliminary to their formal registration as cooperatives.
* Federations of women's cooperatives should be organized to improve their access to credit and marketing information and resources and their linkages to larger development programmes and institutions.

Cooperative societies can be established to:

* provide a market for vegetable produce
* establish agriculturally based industries
* provide a local supply of nutritious foods
* provide employment, especially for young people who have not found a place in secondary schools.
* membership in the Cooperative Society should be open to both men and women. Each member is required to pay a fee which entitles her/him to the status of a shareholder in the Society.
* a governing body should be elected by its membership (and include a proportionate number of women)
* women should have special responsibilities for women's issues
* in rural cooperatives, land ownership for women should be encouraged and low-income farmers encouraged to join
* access to loans to provide working capital for members to run their own farms or businesses, with a low interest rate
* cooperative shops should be established to provide commodities at low prices and on credit at low interest and to provide a marketing outlet for members' produce. [4]

Access to Marketing

In order to have successful productive enterprises, marketing possibilities should be analyzed and procedures and policies adopted to suit the absorptive capacity of the respective market. The majority of products from agricultural and cottage industries in the developing countries lack an effective marketing system, therefore, women as well as men have a minimum profit from their work. It might be said that the marketing system is a missing link in many development programmes.

* Marketing schemes should be well conceived before embarking on production.
* Local natural resources and manpower (human resources) should be considered.
* Organizations should be formed by local producers to protect their interests.
* Infrastructural services, i.e. road, transport, storage facilities, marketing information and training, should be developed.
* Marketing organizations should introduce procedures for prompt payment to small producers.

Access to communications and mass media programmes

Various forms of communication media have been successfully utilized throughout the world in both formal and non-formal educational programmes. The radio was the first to be used in the Third World especially for rural areas where infrastructure permitted followed by television on a more limited scale. With the advent of video it is possible to film 'live' at a low cost on-going development such as educational, social and economic programmes, literacy training, community development and training in productive skills for distribution nationally, regionally and internationally. The 'live' filming also is instructional for the participants who can review and analyze their progress. The preservation of TV video programmes on a national and international basis is also a means of building development resources.

Similarly, 'live' recording by TV/video of national cultural events on all levels can be distributed to rural areas and internationally. This would complement the preservation of contemporary cultural heritage as well as enhance appreciation of world cultures. The various communications satellites open up numerous untapped possibilities for education and development.

The utilization of communications for development is a major programme focus of Unesco and towards this objective assistance is also given to develop communications infrastructure.

Egypt Pioneers in Radio Broadcasts

The Egyptian Broadcasting corporation, which diffuses the Anti-illiteracy by Radio Programmes, is an official organization belonging to the state. It functions as a Department of the Ministry of Information. The Egyptian Broadcasting corporation, located in Cairo, is considered the 7th in world broadcasting and its 1st radio transmission started in 1934. The idea of combatting illiteracy by radio developed with the success of Egyptian Broadcasting and its participation in carrying out all formal educational activities for schools and university students in the primary, preparatory and secondary stages. These programmes achieved great success and reached out to all student sectors, especially those in village schools, remote areas and other places where there is a shortage of teachers.

The initial success of the programme led to additional educational activities. Thus, through the medium of radio, which is considered as the most successful means of reaching the masses, especially women and nomadic groups in remote areas, the project of confronting illiteracy was introduced. The voluntary assistance of student-friends of the educational programmes throughout the Republic of Egypt was sought to help with the radio project of anti-illiteracy. The initial task the volunteers undertook was to register all the illiterates living in their own communities - either relations or neighbours - those who wished to join 'learning by radio'. Almost 1500 participated in their programme, according to the available statistical information. In addition, there were thousands of others who did not figure on these lists.

Student-friends of the programme gave their services as 'helping teachers', to build public opinion and motivate illiterates. The aim of the radio programme in conquering illiteracy, is to help the student achieve the capacity to read and write the Arabic language correctly. This functions on two levels: learning and comprehension, on the one hand and social life and national culture on the other. Sources of funding for the programme are confined to the Broadcasting Corporation only. Any other financial sources are voluntary.

The dialogues pertaining to the radio programmes are complete with music and other sound effects, making them realistic. The teaching techniques of the programme are varied. The fact that Arabic is the teaching language has been taken into consideration, in the formulation of the teaching method. Many strategies in teaching have been utilized to help the listener or the student follow the lesson more easily and to write words and not just letters. One of the advantages of their programme is that it is a substitute for the text book.

To encourage the continuation of the programme, the public services also offer special incentives. The post office exempts all students of the anti-illiteracy programme from mail charges since they take classes

through correspondence. In addition, followers of the programme and students are permitted in the radio station on an appointed day to listen to the lessons in the studio under the supervision of those in charge of the programmes. They are afforded the opportunity to observe the method of learning, and writing and also to detect common errors of the illiterates. [5]

Guyana Farmers Adapt Techniques from China

The United Nations encourages developing countries to exchange their expertise with other developing countries in order to appropriately adapt technology to socio-economic needs (TCDC). The Journal Convergence of the International Council for Adult Education (ICAE) cites an example:

The Xinbu Brigade, Guangdong Province, China, is energy self-sufficient thanks to a planned and integrated organization of village life and of power from biogas digesters and solar heating units. In 1981, a team of villagers and scientists received video training and collaborated on a series of video tapes. These tapes were designed to explain, step by step, the construction and operation of their solar and biogas technologies, as well as the impact of these energy solutions.

Farmers in Guyana, like farmers in many developing countries, must buy imported propane, kerosene or other fuels. Foreign exchange is scarce and availability of fuels is limited. Frequently, farmers, or their families, must travel to distant markets, wait in long and slow-moving queues, and pay prohibitively high prices in order to purchase necessary fuel.

In 1982, a scientist from China, a policy-maker from Guyana, and a programme officer at the United Nations University attended a meeting in Mali to discuss the possibilities for South-South exchange via video. Over lunch they agreed to work together. The result: Guyanese farmers are now enjoying the benefits of their own biogas units, and their adaptations of the Chinese techniques are beginning to spread to other Carribean countries.

The Chinese video tapes were among the materials used to introduce the idea to scientists, development experts and government officials in Guyana. Once they endorsed the project and joined in planning the introduction of biogas, a condensed version of the Chinese video tapes was prepared with a Guyanese voice. This programme was the first information about biogas to reach Guyana's farmers. More than a year after seeing this tape, one Guyanese farmer said, 'It [the biogas] is magic. I wouldn't have believed it could happen, if I hadn't seen the tape'. The wife of another farmer remembers her reaction to the tape. 'You know, those Chinese can do almost anything, but when we saw the tape, we decided to try for ourselves'.

In this case, the transfer of technology and flow of information, depended on the central role of individuals who were actually using the technology and conveying the information. This introduction of renewable energy to the Carribean required the concerted efforts of a group of individuals in an array of organizations spanning half the globe, who believed in the project. [6]

Video in Mali

The ICAE journal Convergence cited another example of village-to-village learning with video in Mali: Mme Dembele Sata Djire heads the rural women's literacy project administered through the Division Nationale de l'Alphabetisation Fonctionnelle et de la Linguistique Appliqu+e within the Ministry of Education of the Republic of Mali. Her project began in 1978; it now reaches women of more than 60 villages. In the village literacy classes that Mme Dembele has organized, women were taught needed skills, as well as given information and training on such subjects as health, infant nutrition, child care and farming. This project has been funded by the United Nations Fund for Population Activities, and executed by Unesco, which designed the 'communications component'.

In many ways, the obstacles to the success of this project seemed insurmountable. Neither the trainers, nor the leaders of the Malian literacy programme, had participated in planning the use of video in this project. The literacy programme had no previous experience with video, and little confidence that it would prove useful or reliable in their context. In-country video repair and maintenance expertise was minimal, at best. Mali did not begin its first television broadcast until 1984, four years after the initial video training.

Due to considerable perseverance, talent and sensitivity on the part of the Malian team - as well as mutual trust - they managed to transcend the situation. Through two four-week training workshops, held in 1980 and 1981, they learned together about the possibilities for video in the Malian context. At the 1985 United Nations Women's Conference in Nairobi, Mme Dembele described her experience using video in villages. "At the beginning, the women were suspicious about the equipment. They didn't want to work with us. But when we played a programme about a women's cooperative and they saw that it was their reality, they had confidence in us. They realized that we were not interested in publicity, but in educating them. Also, our tapes were in their language, so they can understand everything".

"In 1984, when the women were invited to our training sessions in another village, the husbands would not let their wives come. During the next year, all the villages saw the video programmes about the training; they saw women from Sougoula and Ouelessebougou and other villages

learning about farming and nutrition. In May of this year when we invited them again for training, this time there was no problem with the husbands. Many women came, some with small children. Now, all the villages where we are working know each other through the video tapes and they ask to see what others are doing. The women in one village have set up a sanitation committee. We have shown a tape about this village to women in other villages, and now many sanitation committees have been formed".

The Malian video team often reports the 'ripple effect' when one community inspires another, via video tape. The video team have developed an effective and powerful approach to the use of video with village women. They travel from village to village with one camera, a deck, a monitor, a generator and accessories. When they record a programme, everyone is involved and contributes. Playback of newly-recorded material takes place immediately. If a discussion follows the viewing of the new material or another programme, it can be recorded as an evaluation or for feedback. Since this approach values the individual and local experience, the whole process builds confidence and a sense of empowerment. Further, the horizontal movement of information from village to village supports local self-reliance while also providing direct access to the experience of their neighbours and peers. [7]

Chapter VII

STRATEGIES POLICIES AND WOMEN'S MACHINERIES

A review of the growth of the women's dimension in education and development indicates a gradual evolution from ad hoc activities found in social welfare programmes to a systematic integration in national development plans and strategies on an inter-sectoral and interministerial basis. Numerous countries in the world have a women's component attached to either the Ministry of Education or Ministry of Social Affairs; some countries have women's divisions within each ministry; and others have established a special women's bureau or machinery with interministerial authority which co-ordinates activities with both the public and private sectors.

Unesco and other UN organizations have encouraged the development of women's machineries at a policy making level to assure appropriate consideration of issues concerning women. In addition the role of women's non-governmental organizations (NGO's) should receive due credit for their pioneering efforts in institutionalizing women's education and development internationally, regionally and nationally.

Women's Network in Africa

In order to effectively share activities and skills, representations from women's adult education institutions in African countries have established a grassroot's Network for Women in Development, sponsored by the **African Association for Literacy and Adult Education (AALAE)** the regional co-ordination body for the International Council for Adult Education (ICAE). The representatives were from Nigeria, Gambia, Kenya, Botswana, Lesotho, Tanzania, Zambia, Reunion Island, Senegal and Guinea Bissau. The development objective of the network will be the empowerment of women at all levels in Africa through its activities.

Specific objectives:

- To create a resource pool of women adult educators and women who have given exemplary leadership at the grassroots.
- To promote professionalism and leadership of women in adult education at all levels.

- To support and promote empowerment of women at all levels and advance their leadership in all fields.
- To encourage exchange of survival skills and information about appropriate technology for women's activities.
- To ensure that women acquire skills for management of the environment.
- To ensure the participation of women in adult education and literacy programmes.
- To ensure the representation of women on AALAE's policy making bodies and consultative meetings in order to assure the consideration of women's interests and needs.
- To strengthen the solidarity between women at the grassroots, women adult educators and other women involved with women's development issues.
- To encourage members to sensitize men to the needs and concerns of women and prepare men to more effectively play their role in the family and community.
- To review the goals, objectives and quality of adult education programmes for women to ensure that programmes empower women.
- To ensure a regular and frequent flow of information between network members, other networks, the parent organization, and other interested bodies in order to identify and utilize to the extent possible the available human, financial and material resources.

The network will rely upon the principles of participation, voluntarism and commitment to accomplish its objectives. The following will be the structure and method of work.

1. The network will be open to all persons of either sex who are committed to the promotion of its objectives.

2. There will be network promoters at the national level and co-ordinators at the sub-regional levels. Women adult educators who are members of the national associations (where they exist) will serve as national promoters and women in development and/or adult education will serve as sub-regional co-ordinators.

3. One overall convenor will work closely with AALAE to raise funds and keep the programme in momentum.

4. All activities of the network should be carried out in close collaboration with National Associations (where these exist, where these do not exist other arrangements will be made) and with AALAE.

Members of the network will undertake participatory on-going (formative) and summative evaluation of the activities of the network. The convenor and the sub-regional co-ordinators will take responsibility for requesting members to undertake such tasks.

The activities and strategies:

ACTIVITY	STRATEGY
Identification of individuals to be involved in the network at the national and regional levels.	Face to face contacts. Letter writing
Sharing and exchange of information withing the network and about the network. Sensitizing potential resources to the network and its activities.	Newsletter. AALAE Newsletter. Newsletters of other networks and organizations, all media.
Conduct two training of trainers workshops on the empowerment of women.	Training
Conduct two workshops for women in the media to acquire skills in preparing pre and post literacy materials and media materials for sensitizing men and women to their respective roles vis-a-vis one another and in society.	Training. Dissemination of media materials.
Form a women's caucus in AALAE. Recommend that women be employed in an executive position in AALAE. Request AAIAE and affiliate bodies to elect women to leadership positions.	Recommendations to AALAE General Assembly Monitor the recognition of gender issues in AALAE's programmes.
Train women in adult education at all levels.	Identify training facilities, secure funds and select candidates.
Organize language training opportunities for women.	Identify training facilities, identify candidates and secure funds.
Research, publication and evaluation.	Identify and link up women secure funds.
Inter-regional exchange of women's products, appropriate technology for agriculture, water and new sources of energy.	Network newsletter. Linkages with other WID groups. Women's Trade Fair.
Hold a regional network meeting.	Conference. [1]

Bangladesh

The Government of Bangladesh has given great importance to the implementation of schemes for the promotion of women as envisaged in Third Five-year-plan by associating them in the socio-economic planning in the society as a whole. A separate Directorate of Women's Affairs has been established under the Ministry of Social Welfare and Women's Affairs for the implementation of the Government's schemes for the development of women. The main objectives of the directorate is to implement Government directives for the development of women.

Under different revenue and development budgets many training centres are being run at sub-district (upazila) and district levels in the remote corners of the country for socio-economic development of women. The purpose of this training is to impart skill-oriented productive activities, to improve economic conditions, raising of the living standard and thereby bringing a change in the social pattern of the illiterate, half illiterate and literate women by training them in technical and vocational fields. This sort of activity is currently underway in 158 centres in 136 upazila and 22 districts.

Under the five women's children and development projects there are at present a total of 349 foreign and locally aided training centres at union and upaliza levels. The training courses of these centres are extensive and far reaching. The courses are divided into two parts: training and research evaluation.

The training courses are divided into: compulsory non-formal education, and technical and vocational training. The subjects for compulsory non-technical education are: family planning, adult education, house keeping, co-operation, development leadership and management. The vocational and technical subjects are: tailoring, embroidery, batik printing, office management, weaving, knitting, pati knitting, cane and bamboo crafts, rope and papose making, earthen crafts, confectionary, poultry, light farming and fishery, sericulture, watch and radio repairing, etc. This training is conducted by trained and experienced teachers. Given below are the figures of women trained in different training centres under the Directorate of Women Affairs during the Period 1985-1988.

A completed training in different technical and vocational subjects 6218

Office Management 255

Organization affiliated with the Directorate of Women's Affairs, engaged in income-oriented jobs after completion of non-formal technical and vocational education through the auspices of voluntary organization 7200

In addition about 1750 children are given pre-school education every year in the 33 day care centres run by the Directorate of Women's Affairs.

One of the most important activities of the Directorate of Women's Affairs is the resistance to women's oppression. In co-operation with the legal health extended to the oppressed women, facilities are also available at union/upazila district levels on legal training to protect women's interests. Through the aforesaid training the Directorate of Women's Affairs is aiming at the total development of women. In the future, all the districts/upazilas will be brought under this activity in phases in order to create opportunities for women in all strata of life to actively participate in national development. [2]

Belgium

The Government of Belgium has numerous policies which support equality of opportunity. As an example: a Commission for Equal Opportuity for Boys and Girls in Education was created in 1979 in the Office of Research (studies) in the Ministry of National Education. The Commission undertakes:

- Advice, studies or proposes legal measures or rules regarding all matters on the subject

- Reflection, discussion and advice on different pedagogical methods: mixed, co-educational to create a harmonious boy-girl, man-woman relationship in school, family, social, economics, cultural and political life.

Legislation:

- Equal treatment in conditions of work and access to employment, training and professional promotion and access to an independent profession.

- In 1983, a law was promulgated regarding access to professional training in teaching establishments: no one can be refused access on the basis of sex.

- A staff member was charged with execution of the law on equal access.

Sensitization Programme:

- The text of the above resolution was distributed to the functionaries, parents etc. of all educational institutions and to the psycho-medical social centres.

- Audio-visual material was produced for distribution: videos "Change the Books", "Equality of Opportunity", "Professional Equality Works" (produced in France) were successful.

- A campaign on non-stereotyped choices of studies was undertaken aimed at the students of the sixth primary level to stimulate the students to choose studies based on their individual aptitudes and the realities of their society and not on the customs and traditions. Cards with this message from the Ministry of Education were given to school children to present to their parents.

- A similar campaign was initiated in April 1988 for young girls of the first cycle of the secondary level to encourage them to chooe utilized and during the programmes the following points are stressed: equal number of men and women in posts of policy and inspection, educational orientation of girls and boys, psychological implications of stereotypes, analyses of manuals, function of workshops in manual work, life in the classroom, equal tasks for girls and boys.

Reinforcement of the practices of education

- Co-education and new technologies in co-operation with the research/action of European countries efforts are underway to encourage girls, teachers and parents to enter scientific and technological studies. This includes awareness of stereotypes which mention girls have less aptitude for the computer and scientific matters.

- Co-education in manual workshops

- Co-education for pre-school students

Equal distribution of posts in the educational system between men and women

- School manuals: selection takes into consideration the absence of discrimination and sexist stereotypes in the texts and illustrations. For existing texts a circular was sent to primary and secondary schools requesting teachers to mention to the students existing stereotypes and their negative influence. The inspectors also note in their visits any discrimination in the role of men and women in school manuals and lecture books. [3]

Canada

In Canada, a number of institutions are engaged in women's education including: the Ministry of Education, the Council of Ministers, Canadian Congress for Learning Opportunities for Women, the Canadian Education Association and the Canadian Research Institute for the Advancement of Women. The Federal Work Plan for Women includes:

STRATEGY

The federal government is committed to integrating women's concerns in all its programme, policy and legislative activities. This integrated approach requires that all government initiatives and decisions be assessed for their impact on women, at every phase of decision-making and in every area of activity. Issues of concern to women have been made an integral part of Cabinet policy discussions.

Canada played a major role in the development of the Forward-Looking Strategies and was a key participant at the Nairobi Conference. Nationally and internationally, the federal government is committed to the implementation of the Nairobi Forward-Looking Strategies. Equality of opportunity is practiced in the following sectors:

Canadian women are entering the labour force at a rate that is one of the highest in the developed world. Today, 54 per cent of all Canadian women are in the labour force, representing 43 per cent of the total work force. The rate of women's labour force participation is more significant when viewed in terms of women between the ages of 20 and 64; among this group, 64 per cent are in the labour force.

In 1984, Canada implemented a national Equal Pay Programme to ensure that employers in the federal jurisdiction comply with the legal requirements of the Canadian Human Rights Act and the Canada Labour Code to provide equal pay to male and female employees for work of equal value. The programme emphasizes employer and union education and consultation to ensure that they are aware of the legislation pertaining to equal pay for work of equal value and their obligations under the law to remove sex discrimination in pay. As part of its educational initiatives on the application of equal pay for work of equal value, Canada held a seminar for employers in February 1986.

Women now make up 30 per cent of small business owners in Canada. Moreover, by comparison with growth in the number of businesses owned by men, the number of female business proprietors is growing at a substantial rate. In fact, the number of women owner/operators of small businesses has increased three-fold in the past 10 years. The federal government is the largest single employer of women in Canada. Women account for 41.6 per cent of the federal government work force. Discrimination in hiring based on sex and marital status is forbidden by law, under the Public Service Employment Act.

In 1985, the Government introduced the **Canadian Jobs Strategy**. This major labour market training initiative features six programmes, each focused on a particular segment or aspect of the labour market. The Strategy includes a requirement for fair participation by women. One component, called the Re-Entry Option, is aimed specifically at helping women prepare and train for re-entering the labour force after time spent working in the home. Other programmes help those who have been unemployed for a long period; those encountering difficulty entering the labour force for the first time; and those employed in sectors and industries facing layoffs because of technological change.

The federal government has embarked on a comprehensive overhaul of the Canadian pension system with a view to ensuring that women can prepare for retirement and receive fair treatment in their later years. In January 1985, amendments to the Old Age Security Act were passed to extend the Spouses' Allowance to all widows and widowers aged 60 to 64 who meet the income criteria.

On April 17, 1985, section 15 of the Canadian Charter of Rights and Freedoms came into effect, recognizing and guaranteeing the equality of all Canadians before and under the law and their right to the equal protection and benefit of the law without discrimination on a number of grounds, including sex.

Legislation was passed in January 1986 reforming Canada's divorce laws. Key provisions include improved access rights for non-custodial parents and more detailed criteria for establishing support orders. A related law provides for the release of information from federal data banks about spouses who default on support orders; the same law permits the garnishment of federal payments to enforce maintenance and support orders. The federal government is cooperating fully with the provinces, which have the constitutional responsibility for enforcing court orders. One million dollars in federal funds has been pledged to help the provinces establish automatic enforcement systems.

The National Clearinghouse on Family Violence, located in Health and Welfare Canada, gathers and disseminates information and provides consultation to groups and individuals concerned with wife battering, child abuse, incest and, more recently, abuse of the elderly.

In November 1985, the Special Parliamentary Committee on Child Care was established, with a mandate to seek the views of Canadians on future options for child care. Contributing to the Committee's work was the body of research produced by the Cooke Task Force on Child Care, which reported in March 1986. The Special Committee undertook extensive cross-country hearings in the first half of 1986 and is scheduled to report in November 1986.

Farm women make an essential contribution to Canadian agriculture. Too often, however, fundamental issues related to farm women and the family farm have been missing from broader policy discussions. One example is access to credit by farm women. A programme established in 1986, called

Family Farm Forum, provides an opportunity for farm women to bring to the Government's attention their particular interests, concerns and expertise. Agriculture Canada is also reviewing activities and supporting research projects aimed at determining appropriate measures to help farm women achieve economic equality.

The Indian and Northern Health Service provides or ensures provision of health services to registered Indian and Inuit people, with the increasingly active participation of communities and their members in contributing to culturally relevant approaches to health care. Status of Women Canada has singled out immigrant women and visible minority women for special consideration in all aspects of its programme and policy work to ensure that their special and specific needs are well integrated in government programmes and policies. As an example: health services, employment, day care services, language training, nutrition and occupational health and safety. Minority women have been identified as a priority in the development of race relations initiatives and programmes to assist groups.

EDUCATION

In recent years, more and more women have been attending post-secondary institutions. In 1962, women made up 31 per cent of university undergraduate enrolment. By 1984, more than half (52 per cent) of all university undergraduates were women. In 1983, female students accounted for 42 per cent of the enrolment in medicine, compared to 10 per cent in 1961; 44 per cent of the enrolment in law, compared to 5 per cent in 1961; and 43 per cent in business and commerce, compared to 7 per cent in 1961.

The federal government has established an endowment fund to create five chairs of Women's Studies at Canadian universities to promote scholarly research on women. Four chairs have been established to date: at Mount St. Vincent University, Simon Fraser University, and jointly at the University of Ottawa/Carleton University and the University of Winnipeg/University of Manitoba.

The Government is committed to a review of women's participation in the cultural field with a view to developing a blueprint for action to promote the interests of women in the cultural sector. Consideration will be given as well to the recommendations of the Task Force on Broadcasting Policy pertaining to the participation and representation of women in the Canadian broadcasting system.

WOMEN IN DEVELOPMENT

Canada's women in development (WID) policy is founded on a recognition that effective development requires the involvement of Third World women, as well as men. Canadian policy acknowledges that women are an integral part of the development process. Canada undertakes to ensure that the full range of its development assistance will contribute

substantively to the realization of the full potential of Third World women as agents and beneficiaries of development.

Canada's women in development activities are coordinated by the Canadian International Development Agency (CIDA), whose goal is to ensure that women participate in, and benefit from, all Canadian-funded development projects. The Agency is committed to the implementation of the Nairobi Forward-Looking Strategies as they relate to CIDA development programmes. In November 1984, CIDA adopted a Policy Framework for Women in Development. The policy applies to the full range of the Agency's programmes and calls for a variety of integration and special measures to assist Third World women in attaining skills, education and access to income.

A Summary of Policy in Canada's Provinces

Each provincial government in Canada has, in one way or another addressed women's issues in general, and more specifically, women's issues in education. Policies, programmes, and legislation reflect each province's level of awareness and specific needs.

Each province, through its human rights charter, code or act, prohibits discrimination on the basis of sex as a violation of human rights in employment. It is the policies that go beyond basic human rights legislation that mark provincial differences in their approach to the issues. Most of the provinces have policies concerning school board employment practices, sex stereotyping in curriculum and learning materials, teacher training, student guidance practices, etc. that emanate from each ministry/department of education. The employment issues for women in education are centered on Affirmative Action/Employment Equity programmes at the provincial and/or ministry level.

The area of greatest commonality among the provinces is programmes for the elimination of sex bias and stereotyping in textbooks, learning materials, and curriculum guidelines and resource documents. In most provinces, home economics and industrial arts are accessible to both sexes and, depending on individual provincial policies, science and mathematics are either compulsory for all students well into the upper grades or are subjects that remain optional. For provinces where these subjects remain optional, a programme of encouraging girls and young women to take these subjects, and technical courses, is being implemented.

Guidance and career programmes are undertaken to open doors for future employment for women. The breadth of guidance materials made available by the provinces to female students concerning career options is enormous. Preparing young women for the new technology, broadening their career goals to include options that may have seemed unavailable to them, and introducing non-traditional occupations as career alternatives, are subjects of a seemingly constant flow of literature.

* two provinces (Ontario and Alberta) are working with universities to assist young women in pursuit of careers in science.
* television messages to encourage young women to consider broad career options (New Brunswick).

In addition to the literature for students, most provinces have developed information and educational material for teachers on sex-equity, bias and stereotyping, and career guidance for young women. A majority of teachers' federations/associations that have taken leadership in the professional development of its members. In-service programmes promoting sex-equity, bias-free classrooms and learning materials, and awareness of sex-stereotyping are offered by most of the federations/associations and some of the ministries/departments of education.

Many of the provinces' teachers education institutions either offer electives dealing with women's issues or have integrated such subjects as sex-role stereotyping and the changing role of women into the regular course material for student teachers. [4]

Czechoslovakia

In Czechoslovakia, an Agreement for Cooperation was concluded between the Ministry of Education of the Slovak Socialist Republic and the Central Committee of the Slovak Women's Union, concentrating on a determination of common tasks concerning education of the young generation and their readiness for life and work in the advanced socialist society. The general provisions include:

Art 1. The ministry of education and the Slovak Women's Union will cooperate and help each other in fulfilment of common tasks:

a/ Cooperate in the intensification and strengthening of the communist education of children and youth, develop especially its moral, practical, aesthetic and physical parts;
b/ Develop the cooperation between the Slovak Women's Union and educational and psychological consulting offices in the field of propagation of educational and psychological information and pay attention to the professional orientation of children and youth;
c/ Support the extension of the network of pre-school establishments, school educational establishments, school canteens, school sports grounds and schools in nature, try to increase the number of children and pupils of employed mothers who use these establishments, taking into consideration particularly the situation of children from incomplete families;
d/ Propagate and generalize outstanding results of this cooperation in daily, educational and women's union magazines.

Art 2. School Administration authorities/the ministry of education, district, regional, municipal and local national committees/ will:

a/ Support a social task of the Slovak Women's Union and its authority over children, youth and parents;
b/ Closely collaborate with the district committee of the Slovak Women's Union and help to organize political-educational, instructional-educational and special interest activities for women, mothers, children and youth;
c/ Help to win competent women instructors for an active educational work in the Slovak Women's Union and to create suitable conditions for this work as far as it is possible;
d/ Help to make space and material conditions for educational activity of the Slovak Women's Union;
e/ Support the improvement of women's qualification in the field of education and the increasing of their number in administration;
f/ Devote attention to the appraisal of women's workers, regarding their activity in the Slovak Women's Union;
g/ Make an effort to deepen cooperation between parents' associations and the Slovak Women's Union to improve the ideological and educational preparedness of parents.

Tasks of the Slovak Women's Union:

Authorities of the Slovak Women's Union/Central Committee of the Slovak Women's Union, district national committees and basic organizations of the Slovak Women's Union will:

a/ Through political and educational effect on women, and mothers contribute to the further improvement of the educational process in the family;
b/ Devote special attention to the gypsy children;
c/ Develop and strengthen children's and youth education for a scientific outlook, for socialist patriotism, socialist and proletarian internationalism, work education, education for peace and socialist state defence through special work forms;
d/ Take part in family education of the young generation;
e/ Participate in the development of special interest activities of children and youth, devote attention to the involvement of Slovak Women's Union's members in work with children and youth in special interest groups during out-of-school periods;
f/ Pay special attention to children in orphan homes, particularly from the point of view of organization of their free time and providing them with volunteers;
g/ Cooperate in career education of youth, particularly girls, to promote their study and work in technical fields of national economy;
h/ Influence women-teachers, members of the Slovak Women's Union to fulfil their working tasks and duties effectively and in a most satisfactory way through political and educational efforts;

i/ Involve women teachers and other educational workers in active work in the union and help them in the solution of their working and life problems;

j/ Promote women teachers' social appraisal considering their results in the educational process and out-of-school educational/social, political and public activities;

k/ Cooperate with parents' associations in deepening ideological and educational preparedness of parents. [5]

Egypt

The laws regarding women in Egypt involve:

1. Equality of opportunity to work: Article 14 of the Egyptian Constitution 1971 states that citizens are entitled to occupy all positions without discrimination. In 1981, Egypt signed an ILO Convention which became part of Egyptian law. The Egyptian population consists of 50% women of which 17% is in the active labour force.

2. Social Security Laws: Article 79 of 1975 guarantees for the woman a certain standard of life for working and non-working women. The children are obliged through law to support their parents if they are not covered by the social security laws. Women and men have equal benefits in social security.

3. Laws concerning marriage: The legal age is 16 for women, 18 for men. The woman has certain economic rights regarding divorce. In case of divorce, women have legal possession of children: girls up to the age of 12, boys, up to 10. After these ages, the father can have legal possession, unless the father refuses, in which case the children rest with the mother as long as she is unmarried. The husband has the obligation to provide housing and monthly support.

In the following conditions the woman can request divorce:

1. The absence of the husband for more than a year.
2. If he is in prison for more than three years.
3. If he refuses to provide the woman with financial support.
4. If there is a breakdown of their social and psychological relations.
5. In case of a chronic illness of which the woman was unaware before marriage or in case of physical incapacity to reproduce.

4. Laws concerning inheritance: The wife is entitled to inherit one-eighth of her husbands' estate, if they have borne children and one-quarter if they did not have

children. If the daughter is the only child, she is entitled to half of the estate; and if there is more than one girl, they are entitled to two-thirds.

The mother is entitled to inherit one-third of her son's estate, if he has no children and has only one brother or sister. If he has children and more than one brother and sister, the mother has the right to one-sixth of the estate. In general, if a woman has many brothers and sisters, she has the right to half of what a male receives. [6]

European Group of Public Administration

The European Group of Public Administration has a study group, Women in the Public Service and the aims of the group are: To carry out and stimulate research on the position of women in the public service and on policies related to this. To disseminate the results in a way that makes them relevant to policy makers.

Research agenda:

1. To provide comparative data on policies developed to improve the situation of women in the public service.
2. To analyse and evaluate the actions being taken in various countries aimed at achieving changes related to policies, and the factors affecting their success and failure.
3. To research trends in policies and programmes relating to women in the public service.
4. To research differences and similarities between parts of the public sector, i.e. central and local government, quasi-independent public sector organizations.
5. To stimulate research on the position of women in the public service and the reasons for this in those countries where it does not exist.
6. To disseminate the results of such research to policy makers and others in ways which make them both accessible and useful. Dissemination will be by a variety of means such as publications, seminars and training materials.
7. To make recommendations, based on research, aimed at improving the effectiveness of measures introduced to change the situation of women in the public service. [7]

Indonesia

The National Basic Strategies for Women in Development in Indonesia has been published by the Minister of State for the Role of Women and includes a comprehensive coverage of strategies "Towards the Year 2000". The strategies also "expound policies and measures to overcome obstacles encountered". In formulating the plan Indonesia referred to the Nairobi Forward-Looking Strategies and the country participated actively in the Nairobi Conference in 1985. The basic strategies cover the following subjects.

Equality
Development
Agriculture and Irrigation
Industry
Energy
Trade
Cooperatives
Manpower
Transmigration
Humar Environment
Religion and National Character
Education and culture
Science, Technology and Research
Health
Family Planning
Housing and the Environment
Social Welfare
Development of the happy and prosperous family, the young generation and underfives.
Politics
Law
Communication
National Defence and Security
Peace
National Mechanisms
Regional and International Cooperation

Each section states the changing factors (constraints) and the implementation of the basic strategies.

In 1978 an associate Minister for the role of Women was appointed as member of the Third Development Cabinet. In 1983, this position was elevated to a **Minister of State for the Role of Women** in the Fourth Development Cabinet. The primary functions of the Minister are:

1. to prepare and plan the formulation of government policies pertaining to the enhancement of the role of women in all fields of development.
2. to coordinate all activities in order to achieve a cooperative, balanced and integrated effort in its overall implementation;
3. to coordinate the operational activities of various government institutions and agencies concerning programmes on the enhancement of the role of women;
4. to submit reports, information and recommendations concerning the enhancement of the role of women in all fields of development.

The programmes concerning the role of women are integrated in the various sectoral programmes and implemented by various government

agencies and institutions within several technical departments. The programmes are funded through the technical departments. The programmes are also supported and implemented by the various semi-governmental and non-governmental organizations.

The office of the Minister maintains close and regular contact with all NGO's, in particular with women organizations, governmental and private academic and research institutions, the National Commission on the Status of Women, and with the PKK (Family Welfare Movement), for input, consultation and cooperation related to policies and programmes for the enhancement of the role of women.

Under the Minister, one of the programmes is targeted at women in the rural areas, the integrated programme called "The Enhancement of the Role of Women towards Healthy and Prosperous Families" known as P2W-KSS. The P2W-KSS programmes are targeted at women in the most deprived districts and coordinate special women's programmes carried out by technical sectoral departments at the village level. The P2W-KSS programme is complemented by activities of the PKK - Family Welfare Movement.

PKK is an non-governmental community-based movement of village level development operating under the aegis of the Department of Home Affairs. PKK is not a women's organization. Its leadership consists of the wives of the chief executive at every level working under the guidance of their husbands as government officials. The PKK is the channel by which the Government's programmes reach rural women. Its objectives are human resource development support for sectoral policies and programmes and the welfare of women themselves. Its 10 basic programmes which are inseparable and conceived as a unity are: understanding and internalizing Pancasila (the five basic principles of the official State Policy); mutual self-help; food; clothing; housing and house-hold maintenance; education and skills; health; cooperatives; environmental conservation; and healthy planning.

The Indonesian National Commission on the Status of Women KNKWI was established on July 31, 1986 by decree of the Minister of State for People's Welfare. It is stipulated that: "The existence and activities of the National Commission are under the coordination of, and will be directed by the State Minister for the Role of Women, in order to ensure a harmonious, synchronized, regular, complete and stable cooperation in the implementation of government programmes as a whole". The activities of the National Commission comprise of: (i) conducting research/surveys, observations and studies concerning the status of women; (ii) providing proposals, suggestions, and recommendations to the government; (iii) active participation in various activities, such as conferences, seminars and workshops at national, regional, and international levels concerning the status of women; (iv) publishing booklets, brochures, and other material about the role and status of women.

Participation of non-governmental women's organizations. All women's organizations without exception, are involved in both formal as well as non-formal education. Their activities in each area are described below:

Formal: The establishment of kindergartens, elementary and secondary schools, teacher training schools, technical and vocational schools, schools for midwives, schools for family life education, special schools for handicapped children and also schools for religious teaching. In the sector of pre-school education the contribution of women's organizations is significant: 99% of the existing kindergartens and a total of approximately 20.000 schools are run by women's organizations.

Non-formal:
- Literacy programmes
- Establishment of Mother/Women Craft Centres
- Family life education activities
- Youth counselling and recreation activities
- Cultural activities
- Courses in non-formal education and vocational training in the following fields: first aid, nutrition education, environmental health, mental health, home nursing, business management, knowledge of commodities, consumers' education; civics, leadership training, home industry, religion, cooperatives.

Religious activities: Regular meetings and courses are held on subjects related to the beliefs of the various religious denominations. Many of their activities are dedicated towards full participation in development programmes. Upgrading courses, workshop and seminars have been organized on the following subjects:

* Role of women's organizations in promoting local handicrafts;
* Marriage counselling;
* Health and nutrition
* The promotion of home industries through women's organizations;
* Women's role in family life education through the acceleration of women's participation in rural development.

Some women's organizations provide scholarships for children of low income families. Other women organization are running hostels or boarding houses. Other activities include workshops on: the improvement of the role of women in out-of-school education, organization and management, home gardening, poultry and cattle breeding, and village women and home industry.

Legislation: The principle of equality, as laid down in article 27 clause 1 of the 1945 Constitution, provides that every citizen enjoys the same status before the law and in government and has the duty to abide by the law and be loyal to the government without exception. Moreover clause 2 of the same article provides that every citizen has the right to employment and condition of life commensurate with human dignity. In communal life this provision is interpreted as encompassing the principle of equal status for men and women.

There are specific laws on the family, property rights, parental authority, inheritance rights, citizenship education, labour law, civic

and political rights, discrimination, political participation and international cooperation. [8]

International Council of Women

The "Plan of Action" of the International Council of Women for 1986-88 includes comprehensive sections on social action; arts, literature and music; economics; family economy; education; the child in the family; environment and housing; women and legislation; mass media; migration; international relations and peace; health; work and youth. Within the section on Education the following items are highlighted:

- promotion literacy and post-literacy on all levels.
- development of education and training in technology and introducing women to the contemporary world
- development of educational projects that will develop income generating skills
- training of teachers
- the role of parents in education

Women and Work:

1. Study the effects of technology on the work of women in agriculture, commerce and industry
2. Examine if the unemployment of youth reduces the work possibilities of women
3. Complete the study of ILO Conventions on work for women. [9]

Policies and Activities of the International Federation of University Women

The International Federation of University Women (IFUW), having consultative relations with Unesco (Category B), has members in 50 countries. Since its inception in 1919 its main concerns and programmes have presented three aspects: education, status of women, international understanding and cultural exchange. The promotion of equal educational opportunity for girls and women has therefore always been included in its policy and activities. This has been strengthened by the UN Decade for Women and by the Nairobi Forward-Looking Strategies for the Advancement of Women.

General Education: Education came first in the list of particular areas of interest and activity reported by national associations to the IFUW 1986 Triennial Conference. Some associations (for instance Brazil

and Ireland) were pleased to report that their countries educational opportunities were equal. Some satisfactory and encouraging steps forward were mentioned. The Bangladesh Federation wrote that primary education had been made compulsory for female and male students, and the Indian Federation noted with pleasure an increase in educational opportunities for girls and women. In France, Great Britain and Sweden measures were taken by the government to promote scientific and technical education for women. The Japanese Association reported the reconsideration of Home Economics courses in secondary education that so far were required for girls only.

Literacy: Literacy classes were run by the Indian Federation, the Philippine, the Thai and the Zimbabwe Association. In 1986, the Turkish Association ran five literacy courses and awarded certificates to 38 women. The Indian Federation also developed a project on the retention of literacy and numeracy skills by neo-literate women. The Bangladesh Federation stressed the need for eradicating illiteracy among women to promote equality, development and peace. In 1985, it organized a Seminar on the Role of Educated Women in Combatting Illiteracy among Women. The theme of the first Conference of "University Women in Asia", Bangkok, December 1987, was: "Women and Development: Literacy and Primary Health Care".

Adult or Life-long Education: Adult education is part of the programme of a number of national associations. The American association gives great importance to promoting education and self-development over the life span. The Korean Association continues its very popular Soon Young School for Senior Citizens that it started ten years ago to meet the intellectual and social needs of members and non-members who are over 60. In the context of its community activities, the Sri Lanka Federation runs English classes and income-generating activities for school-leavers.

Educational and Vocational Guidance: Founded by the Pakistan Federation of University Women, the Institute for Vocational and Educational Guidance of Girls in Peshawar has continued its activities. Educational and vocational guidance is also conducted by the Indian Federation. The Netherlands, German and French Associations encourage women in various ways (i.e. posters) to engage in mathematics, science, computer technology and engineering. The British Federation has assisted in the running of roadshows organized by the Women's National Commission to publicize new educational opportunities for women and girls.

Agricultural Training: At the 1986 IFUW Triennial Conference in New Zealand the following resolution was adopted: "To recommend to national federations and associations to invite their respective governments to act on the international level through the intermediary of their delegations, in order":

- that agricultural training be set up at all levels, wherever it does not already exist, from which women and girls destined to work on the land are the first to benefit;

- that this teaching form group leaders or trainers whose role would be to spread diversified elementary agricultural education including access to tools and technology for women and girls;
- that the developed countries help to establish agricultural schools and grants in order to increase all training opportunities in this field.
- that local information media be mobilized within the framework of this action.

The French Association has undertaken investigations and established contacts for an agricultural training project for women and girls in Senegal and Mauritania. In India the Pune Association is about to start a project in nearby villages to train women farmers in progressive agricultural methods. [10]

National Plan of the Government of Italy

In 1977, a law on equality between the sexes was passed to encourage an increase in the number of women in positions of responsibility. A national commission was created in 1985 to oversee the implementation of the law in specific domains:

- educational equality
- protection in work
- promotion of equality in public administration

National Plan of Action

A working group under the Commission will supervise the realization of equality between the sexes:

The Media will combat stereotypes of mass media through:

- utilization of radio and media
- encourage members of press, radio, TV to support equality of women in their work
- balanced programmes and information on equality
- national competitions to promote the image of women

Support to periodicals of associations for promotion of equal opportunity:

- funds for editors of non-profit publications.
- promotion of women's associations dealing with press.
- establishment of specialized press agency for women.

Intervention with press to eliminate sexist-cultural models to discourage:

- prostitution

- prevention of stereotyping as housewives
- references to women as inferior, psychologically, physically and intellectually
- promotion of equality of opportunity in publicity

Participation in Peace Education:

- avoid recourse to arms
- promotion of artistic, scientific works as a substitute for culture of violence
- education for peace in the school

Action in School:

- introducing at all levels in school, elements of the law; preparation of an automatic disc on theme to be used by the PTT, law courses for parents.
- check stereotypes in textbooks beginning at the primary level, organize a commission on textbooks, include theme in teacher training and in-service courses, have a competition with a prize for the best non-stereotype book.
- introduce the theme of equality into all girls schools and adult courses through re-training of teachers, distribution of materials to schools in orientation, institute 'domestic work' for boys and men.

Other Actions:

- overcome cultural discrimination: organizing university teachers to teach the contributions of both men and women, create interdisciplinary centres for development
- global act: promote projects in permanent education
- introduce education for peace at all levels: sensibility campaign, development of educational materials stressing non-aggressivity, training teachers, revision of educational materials
- creation of a centre of documentation and a bank to receive donations: receive all existing materials, give donations to libraries and centres of documentation of universities
- contributions should be sought for research, from local sources, fiscal sources and through the media
- elimination of linguistic discrimination: form an ad hoc committee of research and promotion, utilize the radio/TV and press, interministerial action through non-sexist language in circulars and government materials, certificates; introduce linguistic norms to the European Economic Council, use madame (not miss, mademoiselle) for women and mister (monsieur) for men.

An illustrated book describing the above features of the activities of the National Commission was also submitted by the Italian National Commission for Unesco. [11]

New Zealand

During 1986, the **Women's Advisory Committee on Education** in New Zealand was appointed by the Minister of Education. Three Education Officers (girls and women) took up their positions in the Maori and Pacific Island Education Division, the Curriculum Development Division and the Continuing Education Division within the Department of Education. An advisory officer was appointed to provide services to the committee and to assist the education officers and departmental initiatives relating to girls and women.

The Women's Advisory Committee on Education has focused its attention on equity issues. The committee proposes to undertake a major policy report which will set out the range of issues involved in equalising educational opportunities and outcomes for girls and women. It considered the draft Curriculum Review Report, and responded with a request for the inclusion of an additional national common curriculum principle that `The curriculum shall be non-sexist.

Educational institutions have been canvassed for their present equity provisions and programmes for women and girls in education. In-service training and professional development has been extended in non-sexist and counter-sexist education involving departmental staff, advisers, teachers, lecturers and tutors.

1. A major in-service thrust is the development of a non-sexist in-service kit for use by classroom teachers. All curriculum developments now acknowledge gender issues and the needs of women and girls. At present, such developments are taking place in science, technology, computing, history, art education, career education, economic studies and social studies. Curriculum resources are being screened for non-sexist content and the production of specific resources to counter sexism is being considered.

2. An Advanced Studies for Teachers Course paper `Towards Equality' is being offered this year at Wellington Teachers' College. Further papers on women and girls and education are being developed at other teachers' colleges and through distance education courses offered by the Advanced Studies for Teachers' Unit at Palmerston North Teachers' College.

3. The collection and collation of information about Maori and Pacific Islands girls and women in the education system has begun. This information will provide a basis for initiatives to redress the present inequities, particularly for Maori girls. Two national in-service courses on management skills for Maori women teachers was held and contributions have been made to other in-service courses. Liaison with Te Ohu Whakatapu

(Ministry of Women's Affairs), community organizations and groups continues to be an important element in raising consciousness about equity for Maori and Pacific Island women and girls.

4. Much of the efforts in continuing education during 1986 has been focussed on polytecnics and community colleges. The Government has established an equity fund for polytechnics to support equity based initiatives and projects designed to give greater access to education and training for groups which are at present disadvantaged. This includes women and Maori and Pacific Island students. Such equity initiatives for women may include support for women's advisory committees, women's development tutors, promoting opportunities for women in non-traditional occupations and subsidy assistance to childcare units for sundry purposes such as equipment. [12]

Niger

The Republic of Niger has several institutions dealing with women's activities, and has established a **Bureau for Women's Affairs** in the Ministry of Public Health and Social Affairs, the Ministry of Youth and Sports, and in Agriculture and Environment. These include:

* women's centres - seminars, debates on social-economic issues regarding family life, rural centres, family planning, mother and child care (Minister of Youth and Sports, Women's Division).
* a national commission to develop family law code
* an interministerial committee on rural women. Activities include:

  - extension of hydro-agricultural projects
  - rehabilitation of irrigated areas assisted by women
  - development of off season cultures and intensification of the role of women in production, transformation and conservation and marketing of agricultural products
  - creation of new technical centres in which women receive the same training as men
  - creation of interministerial committee on nutrition with women representing half the members

In order to ameliorate the effect of desertification and drought several initiatives were undertaken:

- home improvement
- installation of wheat mills and in the rural zones to lighten the daily work of women
- massive participation of women in soil enrichment

- training in agricultural production: in techniques for work in agricultural cooperatives
- health training and creation of structures to lighten domestic work for better integration in society
- training in artisanat to create women's workshops
- training of women to participate in women's organizations.

Literacy: Since 1970, the literacy programme has taken action in favor of young girls and women to guarantee equality of opportunity in education in regular and special centres for women. Functional literacy was undertaken with interested organizations. In 1986, a literacy bureau was established at a high level. At the request of the Government of Niger, the Catholic Mission opened a programme for more than a thousand girls and several non-governmental organizations were also engaged in literacy training. [13]

Norway

Norway's Review of National Policies for Education states: The new curriculum plan for compulsory education has a separate chapter on equality between the sexes. It outlines the kind of teaching that promotes such an objective. Co-education is standard today in Norwegian schools, and girls and boys receive the same amount and the same kind of education in compulsory subjects. They also have the same rights to choose voluntary subjects, and the same rights and obligations in all school activities. The curriculum plan emphasizes the importance of economic independence for sex equality, and the need for vocational training for girls as well as for boys. The curriculum aims at more visibility and respect for girls in order to restore traditional imbalances. Educational tests and tasks should be organized to counteract traditional prejudices in terms of work division along sex lines. Boys are trained to give care and to master practical tasks in the home. The teaching should give as much attention, stimulus and challenge to the girls as to the boys, and the same expectations should be directed to both sexes in all subjects.

In 1981, a White Paper was presented for an action programme for equality between the sexes for the next four year period. This programme was succeeded by a new action programme in 1985, covering the period up to 1990. Both documents have provided a basis for more systematic efforts towards equality. In the field of education, the action programmes have particularly focused on the following directions:

A general Framework Plan for equality in teacher training was presented to the teacher training institutions in 1983. The Framework Plan forms the basis for the development of local curriculum plans, especially in pedagogical theory and practice and also serves as a basis for a commission by the European Community for developing a general framework plan for equality aspects for teacher training in its member countries.

Courses and information material are being developed aiming at the motivation of women to apply for leading positions in the school. In primary and secondary education, the public approval of textbooks has been extended to include an examination of their balance in terms of equality objectives. Annual conferences are held with publishing companies, textbook writers, experts on women's research, and public authorities.

Special support is given to the production of teaching aids on sex equality. Methods and material have been developed in order to stimulate girls for traditional vocational choices. The Centre for teaching in the natural sciences at the University of Oslo has focused strongly on equality issues in its research. The position of studies with female dominance in upper secondary education has been taken up for closer examination.

A major research programme on sex equality will be carried out in the period 1987-90. Socialization into sex roles and the effect of various policy measures are central questions for study. In certain fields of study in upper secondary and higher education, where the participation of the two sexes is very unequal, priority of access is given to the under-represented sex, provided that the qualifications are approximately equal. A Centre for research on women and women in research has been established under the Research Council for Science and the Humanities. Its general aim is to increase the recruitment of women to research and to initiate and promote research on women.

The Government has required from all ministries that they examine their activities in order to develop integrated action programmes for equality. Such programme should be action-oriented and outline concrete measures to be taken by the ministries for the period up to 1990. In higher education, research on women, the financing of studies, the provision of kindergardens for the children of employees etc. are emphasized. Individual educational institutions are asked to develop local action programmes for equality. Possible measures may aim at recruitment of personnel, in-service training, research orientation and the content of teaching, representation in governing and advisory bodies, etc.

Education and regional policy: Policies for regional equality in terms of educational services have long traditions in Norway. Such policies aim at equal educational opportunities, as well as fair distribution of local development possibilities. Maintaining, as far as possible, the existing geographical distribution of the population and modifying geographic mobility is seen as an aim in itself. In this context, education policies cannot be seen in isolation. Separate educational measures, for instance in terms of the establishment of educational institutions in remote locations, are most likely to strengthen current migration tendencies. The greatest challenge is the provision of jobs for all who want to work even in the least developed parts of the country. Strengthening the developmental capacity of local communities is the prime objective of regional policies.

Educational measures: For education, this means more than just securing that local children and youngsters get as good an education as in other parts of the country. It is also a question of adapting the educational efforts to local conditions, both in terms of local economic activities, and in terms of knowledge and understanding of the special characteristics of the local region. As a consequence of such policies, Norwegian schools, both at the primary and secondary level, are mostly small and widely dispersed. A series of pedagogical measures have been developed in order to secure the effective functioning of even quite small schools. Teacher training is rather broad in terms of subjects, and pedagogical techniques have been developed for teaching pupils from several grades in the same class. Comprehensive schools at the secondary level make it possible to run schools even with a rather limited population basis. [14]

The Philippines

The Philippines Development Plan for 1987-1992 under the Education and Manpower Development has for its ultimate aim "to enable each Filipino to develop his/her full potential for self-actualization and productivity". One of the policy statements is that non-formal education shall provide non-traditional alternatives to schooling outside the school system. It shall focus on functional literacy, numeracy and citizenship as well as on skill requirements of the economy.

In achieving the stated policies, Government as well as non-government agencies like the Bureau of Women's Welfare of the Department of Social Welfare and Development, Bureau of Non-formal Education, Department of Education, Culture and Sports, Bureau of Women and Young Workers, Department of Labour and Education, Bureau of Agricultural Extension, National Commission on Women, Rural Improvement Clubs, etc. have been working as partners through functional literacy programmes which include civic education and awareness raising among rural women. The content areas of Civic Education include health and nutrition, skills training and basic management skills development, consumer education, family life education, functional literacy, citizenship training and self enhancement and community participation. [15]

Somalia

The Women's Education Department: It is a result of the general underdevelopment of women particularly in the rural areas that the government of Somalia proposed and created a Women's Education Department to promote the empowerment of women and provide continuous support for

programmes of training and education in the non-formal sector. The principal aim is to make them not only effective mothers and spouses, but more active participants in the nation's economy.

The Women's Education Department (WED) of Somalia enjoys full departmental status within the Ministry of Education. Created in 1974, under the nomenclature of the Women's Education Service, to address non-formal education opportunities for urban and rural women who have not shared in the benefits of formal schooling or who wish to upgrade certain skills, this unit was upgraded to its current status in 1984.

The major responsibilities of the Women's Education Department are:

- Overall organization and operation of policies in line with those of the Ministry of Education relevant to family life education and the development of family economic resources.
- Planning, implementation, management and evaluation of programmes and activities of non-formal women's education through the network of Family Life Education Centres.
- Coordination of the Department's activities regarding training, curriculum development, research/production of educational materials and field programmes with other departments of the Ministry of Education.

Training of teachers and preparation of teaching materials were identified as the critical tasks of WED. Thus, Family Life Teacher Training Centres were born as institutions to attend to the more fundamental training and pedagogical tasks upon which the centres will grow. A major priority was the design of an effective curriculum to meet the needs identified in each region. Specific objectives for the Family Life Teacher Training Centre are to enable teachers to acquire knowledge in:

- techniques for planning and carrying out programmes in the field;
- organizational skill to help rural families plan programmes and better family living;
- techniques to plan and organize women's income generating activities;
- and, above all, acquire practical skills and knowledge in a variety of subjects pertaining to family improvement.

Training focused on the following core courses:

1. Food and nutrition
2. Health and sanitation
3. Child development
4. Home and resource management
5. Community development
6. Adult teaching methodologies

The first Family Life Teacher Training Centre was established in Mogadiscio in 1977; it served as a pilot and provided the lessons and experiences on which subsequent centres were then designed.

Following this successful pilot experience in Mogadiscio, the Women's Education Department was mandated to identify the needs of the different regions of the country and to design the necessary curriculum to expedite the learning process and sensitize and mobilize the women. Through a decentralization process, the regional Family Life Centres became an important concept within the country with major responsibilities for women's development. In the survey of other centres the women also stressed that education should put more emphasis on practical skills to promote productivity in the farms and make living conditions better. Such skills included:

- Improved agricultural techniques to increase farm production
- Skills to tackle excess rainfall in the farms
- Methods to increase milk quantity of livestock
- Ways to improve life generally, particularly health and income. [16]

Soroptomist

Policy Statement on Education adopted by Soroptomist International, July 1987: Soroptomist International is committed to the ideal of equal educational opportunities for all throughout life. It emphasises as a priority the need for basic literacy and continuing development of effective teaching methods, and it supports the involvement of educators in developing such programmes.

Soroptomist International also supports programmes which:

* influence policy to increase resources for education
* facilitate the training and retraining for education;
* encourage the achievement of higher educational and professional qualifications by women;
* provide appropriate facilities for educational establishments or for individuals requiring assistance.

Soroptomist International urges governments and, in particular, education authorities actively to encourage the entry of women to both scientific and technological training and to develop opportunities for education and employment in non-traditional as well as traditional occupations.

Soroptomist International strongly supports the participation of women at all levels of national policy making, programme formulation and project implementation in the field of education. In working towards these aims, Soroptomist International will cooperate with other appropriate

organizations and will endeavour to facilitate the exchange of knowledge and information.

To implement this policy, Soroptomist Clubs throughout the world have undertaken the following specified activities in various countries:

- teaching English to immigrants
- programmes with the mentally handicapped in adult literacy and numeracy
- literacy, music, dance and vocational training for prisoners
- collecting books for libraries
- encouragement of women to study scientific, technical and managerial subjects. 9 clubs are supporting a scheme to send youth around the world on specific scientific research projects, mapping and exploring tasks. [17]

Spain

The Plan for Equality of Opportunities for Women, 1988-1990, of the Ministry of Education and Science was realized in collaboration with the **Institute of Women** (Ministry of Culture) and following the Resolution of the Council of Ministers of the European Economic Community of 3 June 1985, regarding "equality of opportunity between young men and women in educational matters". Specifically:

1. Sensitizing the community and distribution of the plan
2. Combatting sexists stereotypes in educational material: elaboration and distribution of recommendations.
3. Combatting stereotypes in the curricula: educational reform to be realized through a seminar on this subject in November 1988, publication of the documents and introduction of reforms on equality of opportunity into the educational system. Reform of teaching.
4. Encourage understanding of teachers through in-service and pre-service training, training teachers in co-education, pre-service training. Equal opportunities in training, co-educational courses for boys and girls, access to all forms of education and training. Also circulars of Ministers of Education support non-discrimination for permanent education related to women's needs.
5. Non-discrimination in professional guidance. Provide access of women to new technologies. Intensification of sports for girls.
6. Adapt permanent education to the needs of women through analysis, celebration of the First Day for Adult Education to study the problems in cooperation with the Council of Education of Madrid, the Simone de Beauvoir School and the Institute for Women and the Ministry of Education.
   - Special courses in adult education on social isolation, security before and during work

- Grouping of women for occupational training in special locations
- 6 training courses for women in precarious positions.

7. Research [18]

Sri Lanka

The Women's Bureau of Sri Lanka, which is under the Ministry of Women's Affairs is serving the interest of the Sri Lankan women. The main objectives of this Bureau are: to improve the standard of living of women; to evaluate her place at par with men; and to ensure equality for women in all spheres of life.

With these objectives, the Women's Bureau implements a large number of women's development programmes under six sectors: rural, estate, mahaweli, urban shanties, fishery and the commercial and the technical sectors. These sectors are funded by SIDA, the European Economic Commission, UNICEF, NORAD, Unesco, the Netherlands and local organizations. The Women's Bureau constantly solicits cooperation of the government as well as non-governmental organizations, such as, Mahila Samiti, Sarvodaya, YWCA, Nurse's Union and the Girl Guides Association, etc.

In addition to the above, small units at the village level generate civic awareness among rural women. Under the Women's Bureau training programmes of 20 days duration are organized for the rural women who are engaged in self-employment projects. The participants of this programme are school-leavers of the age group 18-35 from low income families, irrespective of civil status.

An example of these training programmes is the programme for out-of-school youth who have passed grades 6-8 and are of the age-group 18-35 years. This group of rural women constitute a special section of the labour force. They are engaged in the fishing industry, tailoring, crocheting, home gardening and livestock farming. The training programmes cover a large number of areas, namely, leadership training, women's duties and responsibilities in national development, family health and child care. Lectures, demonstrations, small group discussions, picture handouts, playlets are used in the training. In addition to these methods, field visits are also organized. [19]

Sweden

The Swedish National Board of Education inquires: "In what way are we trying to make girls more interested in science and technology?" First the Compulsory School Curriculum makes technical instruction compulsory for all pupils, both boys and girls. This instruction begins at junior and intermediate levels, where pupils learn for example, as part of their general science studies, how a vacuum cleaner works or how they can do their own running repairs. The introduction of compulsory technical studies as early as junior and intermediate levels has required a good deal of in-service teacher training. Most of Sweden's teachers at this level are by tradition not only women but humanists as well. This is unquestionably a problem. They have no real scientific background and, unfortunately, are frequently lukewarm on the subject of technology. In additon to providing these teachers with in-service training, we have tried to encourage science students to train for the teaching profession.

The curriculum also stipulates that all pupils are to be taught textile crafts as well as woodwork and metal work. Consequently no girl can leave compulsory school without a certain elementary knowledge of technology, for example, how to make a chair or table.

We are living in the computer age and all Swedish pupils today are given a basic grounding in computer science. Instruction of this kind is included in social subjects, for example, as well as in the natural sciences. We believe it is tremendously important for girls to be given extra support so that they can develop an early interest in computers, will not be deterred by them and will definitely not content themselves with the least skilled jobs. Employees in the computer age are rapidly dividing into first and second divisions. Girls must be encouraged to seize their opportunities and to become sufficiently qualified to compete in the first division.

We have sucessfully experimented with special computer training centres for girls. These have been organized within the regular school system and also in the form of leisure activities during both term time and summer holidays. Girls' computer centres of this kind have been organized both for very young girls (aged 12-14), for girls preparing for upper secondary school entrance (aged 16), and for adult women wishing to enter the employment sector or change jobs.

Compulsory schools in Sweden have quite extensive contacts with the employment sector, and those contacts are established early on. All junior and intermediate level pupils have to go on a number of field trips in the employment sector, and at senior level they have to spend a certain number of weeks in that sector, playing an active part in production. Altogether, pupils spend between six and ten weeks of their compulsory schooling at work-places. One of these work experience periods has to be "inversely controlled", in the sense of boys being stationed at women's workplaces and girls at men's. We believe that this inverted contact with the employment sector is important. Girls, for example, can see that men do not necessarily work in noisy or dirty surroundings and that the sectors concerned offer many interesting jobs.

Special summer technology courses for girls are a novel arrangement which has been successfully tried in Sweden. For the past year the Government has made a special allocation for one-week summer courses. These have usually been organized between grades 8 and 9 of compulsory school and have been of one week's duration. Evaluations have shown that the girls are very pleased. They have grown more interested in technical subjects and, not infrequently, say that they have decided on technical education. The knowledge thus acquired has also had an important side-effect in the form of useful in-service training for the teachers in charge of the summer courses. For example, they have learned to modify their presentation of technical subjects.

Another way of encouraging girls to make unconventional educational and vocational decisions is for schools to invite "non-traditional" practitioners -which in the present case means female engineering graduates and technologists - to visit schools and describe their jobs. [20]

Thailand

Within the past decade, greater importance has been given to the development of women in Thailand. Women have been identified as a priority target group of the National Socio-Economic Plan.

1. A **National Commission** has been set up to oversee and coordinate the activities of governmental and non-governmental agencies on women's affairs. Education for young girls and women had also been widely promoted.

2. The Ministry of Education is responsible for various kinds of education for the people both in school and out-of-school systems. The campaign is aimed at the provision for adult men and women to thoroughly comprehend their duties as good citizens, i.e. how to exercise their right to vote.

3. For this purpose, different methods are utilized. For the people living in provinces and major towns the radio and televison programmes are used. For those living in villages, hamlets and remote rural areas, the use of village reading centres and teaching or learning in groups are preferred. The civic education subject provided is aimed at instructing common men and women to appreciate the good disciplines, culture, their rights and responsibilities as citizens of a democratic society as well as to understand the government system regarding administration, economic and social aspects. Civic and social awareness is usually integrated as part of life-long education programmes.

It is believed that education should aim at providing people with opportunities to acquire knowledge and skills essential to cope with the changing environment throughout their life-time. Such opportunities can be created if formal and non-formal education are planned to complement each other in providing continuous and equal access to three categories of educational services: basic education, news and information and skills training.

Once individuals obtain basic learning tools, i.e. literacy skills and analytical abilities, they require a continuous flow of news and information to maintain and upgrade these skills and to make sound decisions. The programmes conducted under this category are: Public Libraries, Educational Media Unit, Village Reading Centres, Educational Radio Programmes, Educational Television Programmes, Science Museum and Planetarium.

The skills development programmes, on the other hand, address the needs of individuals or group to develop needed skills. A large number of government and private agencies organize training of this type to the out-of-school population. An example of this type of training is the training of young girls by Buddhist nuns in rural areas. In addition to teaching them about their rights and responsibilities the young girls are trained in infant and child care, and housework. This training is an effort to counteract the abuse of those young girls by unscrupulous factory owners who capitalise on the girls' ignorance of their rights as workers. After training, the girls are placed to work in different homes by the Social Welfare Department who screen the potential employers and lay down conditions for the house owners. [21]

The World Confederation of Organizations of the Teaching Profession (WCOTP)

The World Confederation has a wide-ranging declaration on "women in education and in teaching organizations". The statement covers five major points:

1. The interior of the educational system: equal access for girls and boys to education, functional literacy, combat sex stereotypes through student analyses and selection of appropriate texts and educational materials, encouragement of non-traditional employment for girls including teachers. WCOTP should encourage equality in teachers' recruitment.

2. Teachers' organizations: promotion of equal rights for members of the teaching profession, elimination of stereotypes, increase effectiveness for women in training programmes in rural zones, access to higher posts in all levels of national organizations, etc. The teachers' organizations are also requested to analyze

the obstacles to equality of opportunity within their organizations concerning: organizational structure and procedures, traditional and cultural structures, conditions of employment and personal satisfaction.

In countries where obstacles exist, the organizations will attempt to remedy the situation by: nominating women to responsible positions, encouraging their participation in the organization's activities, attacking the problems touching women, convening regular conferences and workshops, establishing nursery schools to permit women to freely participate in teachers' organizations.

3. In the society: the teacher's organizations should: work to guarantee equality of rights in education and the society for all girls and women, particularly in rural areas, minority groups, and those culturally or ethnically disadvantaged, school drop-outs, who wish to return, refugees, immigrants, the disabled and the urban poor. Utilize the media to publicize equality of women, work towards equality in social, political and in work. Favor educational, social and professional integration of disabled women, equality of salaries, choice of maternity leave, equal responsibility of parents in child-rearing, combat violence and sexual abuse between girls and boys and educate them regarding rules of sexual comportement.

4. Within each country: efforts to implement the above-mentioned principles at all levels, governmental and private, and encouragement of the application of the United Nations Convention Regarding all Forms of Discrimination towards Women (1981).

5. The role of WCOTP: to give equal representation to women in designating members or committees, coordinate and diffuse information on stereotypes in programmes and educational materials, cooperate with Unesco in women's education, use non-sexist language in NGO meetings, etc., influence public opinion, assure equal employment at all levels, and representation of women's programmes in the teachers organizations. [22]

The World Union of Catholic Women

Resolutions adopted at the General Assembly of the World Union of Catholic Women's Organizations, 1987 included:

- cooperation with organizations seeking the liberation of women in prisons.
- engage in efforts to create laws in different countries against child abuse.

- equality of educational opportunity of women; equal work opportunities and salaries; access to all type of educational and professional training
- expansion of literacy programmes for women and cooperation with other bodies in developing appropriate material.
- undertake efforts to abolish discrimination against women; polygamy, physical violence of all types and efforts to assure the right of inheritance. [23]

Post Literacy in Mali.
Photo: Unesco/Alexis N. Vorontzoff.

Faculty of Technology,
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Photo: Unesco/Dominique Roger.

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